2016

Student Perceptions of Factors Affecting Retention in a Rural Associate Degree Nursing Program

Jodi Garcia
Walden University

Walden University

COLLEGE OF EDUCATION

This is to certify that the doctoral study by

Jodi Lynn Garcia

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Wendy Edson, Committee Chairperson, Education Faculty
Dr. Sheilia Goodwin, Committee Member, Education Faculty
Dr. Karen Hunt, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University
2016

Abstract

Student Perceptions of Factors Affecting Retention in a

Rural Associate Degree Nursing Program

by

Jodi Garcia

MSN, Walden University, 2008

BSN, University of New Mexico, 1999

ADN, Trinidad State Junior College 1992

PN, San Luis Valley Vocational School 1990

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

October 2016

Abstract

High nursing student attrition rates at a community college in a southwestern state were noted as a significant problem by nursing faculty and college administration because of a nursing shortage and subsequent health care issues in the surrounding community. The purpose of this project study was to explore the perceptions of nursing graduates regarding the influences that led to or impeded their success in completion of the associate degree nursing program. Additionally, perspectives of the usefulness of remediation sessions provided for students failing a course were investigated. This qualitative case study, guided by transformative learning theory, included a sample of 10 nursing program graduates of the community college from 2012-2015, 4 male and 6 female, 3 of which had failed at least one course and participated in remediation during their programs of study. Participants were interviewed and data were coded and analyzed for common themes. Themes included perceptions of being over stressed, awareness of the negativity of peers, the need for self-motivation, making needed changes to increase their own success, and using available resources such as the remediation program even though it was perceived by some as punitive. A professional development workshop for nursing faculty was developed as a project based on these findings to increase faculty knowledge of factors that contribute to nursing student success or failure, assist faculty in identifying and implementing supportive resources that contribute to student success, and introduce them to practices to reduce student stress such as teaching life skills and coping methods. Social change may occur from programmatic changes that enhance nursing students' success resulting in more nursing graduates to facilitate quality health care in the local community.

Student Perceptions of Factors Affecting Retention in a

Rural Associate Degree Nursing Program

by

Jodi Garcia

MSN, Walden University, 2008

BSN, University of New Mexico, 1999

ADN, Trinidad State Junior College 1992

PN, San Luis Valley Vocational School 1990

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

October 2016

Dedication

For me, the question was not how did I get here, but rather who helped me get here. The answer to my question would be with my family and friends, without whom none of this would have been possible. I would like to dedicate this study to my family. My husband Eddie, who listened to me when I needed him and offered a shoulder to lean on. My daughters, Jessica and J.J. always believing in me and giving me the confidence that I could do this. My parents, Carlyn and Louise, who stood beside me through it all. My dear friends and co-workers, I am and will be forever grateful to you all.

Table of Contents

iii

List of Tables

Section 1: The Problem

Introduction

Attrition of nursing students is of concern and importance because it leads to fewer qualified nursing graduates taking the national exam for registered nurses and entering the workforce as registered nurses. Harris, Rosenberg, and Grace O'Rourke (2014) reported that a high attrition rate of students enrolled in nursing programs is of concern for society because the demands on health care are anticipated to increase as the population ages and becomes more ethnically diverse. The problem of an insufficient number of nurses is exacerbated as the access to health care expands. Additionally, the decline of nursing graduates is a topic of concern in regard to the financial impact to the college system. As the number of nursing students who fail a program increase, the reputation of the college's nursing program declines, which can ultimately result in a decline in student enrollment in the nursing program as well as in other areas of the governing institution as well.

Definition of the Problem

High attrition rates of nursing students enrolled in an associate degree nursing (ADN) program is a problem that has been identified by the faculty of a community college nursing program in Colorado (director of nursing, personal communication, August 26, 2013). According to Urwin et al. (2010), the difference between the student count at the beginning of a nursing program cohort and the final number of students completing the program from the same cohort is considered the attrition.

According to Dotson, Dave, and Cazier (2012), the deficiency in the number of graduating nursing students is one of several factors influencing the nursing shortage, and the attrition of prospective nursing candidates is significant, both locally and nationally. The National League for Nursing (NLN; 2011) estimated that 44% of students enrolled in nursing programs will not complete their program. For the nursing program in Colorado, attrition has been identified as a particular cause for concern. In the local nursing program, attrition rates have ranged between 59% and 88% in recent years. Faculty identified an increase in student attrition from a low of 59% in the 2011-2012 academic year to 70% for 2012-2013, and 88% for 2013-2014 (college nursing faculty meeting minutes, April 3, 2014).

In response to the high nursing student attrition rates, the nursing program has implemented several strategies to reduce attrition. The current tutoring/mentoring program, Student Nurse Success Seminar (NS3), is offered to students 4 hours each week throughout the semester. This weekly mentoring involves two, 2-hour sessions conducted by nursing faculty members. These sessions are required of students who have not achieved the required passing score on course unit exams and are open to anyone wanting extra assistance with coursework. Despite attendance at these sessions, students continue to encounter difficulty in learning and retaining the necessary content and skills to remain in the nursing program. Another possible factor bearing on student success in nursing school that was noted by the administration is an increased level of anxiety and frustration for remaining students when their peers fail out of the program (director of nursing, personal communication, August 26, 2013).

According to Fontaine (2014) retention, attrition, and ultimately completion and graduation rates are all measurements that colleges and universities use as an indication of student success. By conducting this project study and understanding the factors that could lead to attrition of nursing students, the local college administration can make the NS3 remediation program more structured and meaningful. A more focused remediation program that gives the student more direction and guidance may improve student outcomes of gaining more information and clarity about nursing concepts.

A review of possible reasons for an increase in student attrition was conducted by faculty and administration at the Colorado school in an attempt to determine probable causes and develop measures to address them where possible. Several faculty members discussed possible causes for the high attrition rate of the nursing program including current admission practices and other policies such as the rigor of the requirements throughout the nursing program for potential students (nursing faculty RN, MSN, personal communication, September 15, 2014). As a result of the inquiry, faculty members expressed concern about the need to further review and propose revisions to the admission policy, with the intent to make the admission process stricter. Decreasing nursing student attrition would ultimately result in a greater number of qualified graduating nursing students and qualified applicants to take the National Council Licensure Examination-registered nurse (NCLEX-RN®).

A potential cause of attrition could be the types of students that nursing programs are attracting. Nationally, students are currently enrolling in a nursing program at an average age of 31 (Bureau of Labor Statistics, 2015). A review of the nursing student

population at the Colorado school revealed that most of the enrolled students were

nontraditional students, meaning that they were second-career students, with an average

age of 28–30 (director of nursing, personal communication, August 26, 2013). The

college is also designated as a Hispanic-serving institution (HIS), this designation is

based upon the ethnic composition of the service area for the college (U.S. Department of

Education, 2016).

Harris, et al. (2014) documented risk factors that have the potential to lead to

student failure in a nursing program. These risk factors, also noted by the nursing faculty

of the local nursing program (nursing faculty RN, MSN, personal communication,

September 15, 2014) include various demographic, personal, and academic variables. Of

those discussed, the following are seen as possibly contributing to the lack of success in

the nursing program: (a) continued outside employment while enrolled, (b) failure in

foundation nursing courses, (c) grade point average of less than 2.5, and (d) scoring less

than 76% on nursing course unit exams.

Many research studies have been implemented and reviewed over the past several

years in an attempt to understand and predict the probability of nursing students

successfully completing an associate degree nursing program. According to Harris et al.

(2014), a nursing students' grade point average (GPA) in prenursing courses did not

predict success or failure in the nursing program. Higher scores in math and reading of

the students accepted into an associate degree nursing program have been shown to be

related to success. Rouse and Rooda (2010) noted that nursing students who scored

higher on standardized exams had a higher probability of successfully completing their

nursing courses as compared to the nursing students who scored lower on the same standardized exam. Included in the study conducted by Rouse and Rooda (2010) was information on factors that impeded a student's progression in an accelerated nursing program. Rouse and Rooda (2010) identified multifaceted factors including lack of orientation of new students by faculty, students' limited understanding of expectations of the nursing program, and stressors such as family, academic rigors, insufficient money, and lack of time.

The problems addressed by the faculty members of the community college in Colorado included high attrition rates that continue to exist despite the implementation of remedial resources for students. According to Xu (2016), retention of college students will continue to be an ongoing challenge for colleges and universities for the next several decades, and attrition continues to be a problem that plagues the faculty and administration of the community college in Colorado. However, the students enrolled in the local nursing program have multiple resources available to them. Use of these resources is sometimes voluntary and sometimes required by faculty to assist with academic success. Successful completion of each nursing course on the first attempt and successful completion of the nursing program is equally important for students, faculty, nursing programs, and health care systems in the face of the current and critical nursing shortage (American Association of Colleges of Nursing [AACN], 2011; Buerhaus, Staiger, & Auerbach, 2009).

Rationale

Institutions of higher education have experienced the challenge of high attrition and the subsequent low graduation rates. Although research has for many years focused on the attrition rates, attrition still continues to be a problem for many institutions. As attrition rates rise at both the national and local level, the problem has been linked to an insufficient number of nurses entering the workforce (Dotson et al., 2012). As the country's nursing shortage continues to increase, nursing programs across the nation have been given the mission of educating and training qualified graduates (Harris et al., 2014).

The attrition of prospective nursing candidates is significant, both locally and nationally (Rouse & Rooda, 2010). The growing number of unsuccessful nursing students is also a concern within the field of nursing education. Nursing student attrition is a contributing factor to the current and continuing nursing shortage. In the United States, the generalist nurse, who is a major component of the primary care team, is already in short supply (MacLean et al., 2014).

Evidence of the Problem at the Local Level

Nurses represent the majority of professional health care providers across the world, even with the persistent shortages and misdistributions. According to Bigbee and Mixon (2014), almost two-thirds of rural health care providers in the United States are nurses, and yet historically, the chronic shortages of nurses have particularly plagued rural and remote communities. People living in rural communities have traditionally relied on community resources to meet their needs. This is also true for health care and for health care workers trained to care for the members of the community. According to

the Colorado Rural Health Center (2014), of the 64 counties in Colorado, 17 are

classified as urban, 24 as rural, and 23 as a frontier. Frontier counties are defined as

"counties with a population density of six or fewer persons per square mile" (Colorado

Rural Health Center, 2014). In the rural and frontier communities that the college in

Colorado serves, the nursing program is faced with the demands of the local health care

system and the need for qualified nursing graduates who will be eligible to take the

national nursing exam and eventually enter the field of health care. According to

MacLean et al. (2014), a majority of the world's primary care workforce is not dispersed

equally between urban and rural areas. The World Health Organization (WHO, 2010)

found that although 55% of the world's population lives in urban areas, greater than 60%

of nurses live in urban areas. This would imply that there are fewer nurses living in rural

areas than in urban areas, leading to the nursing shortage in these areas.

Currently, the school of nursing is faced with low completion rates for those

students accepted into the nursing program, which has resulted in limiting the number of

graduates and, therefore, the number of future nurses (director of nursing, personal

communication, January 15, 2015). According to the director of the nursing program, the

attrition rate for the past 3 years has been greater than 59% (director of nursing, personal

communication, January 15, 2015). The director and nursing faculty have been

addressing the possible causes and solutions for the high rates of attrition (college nursing

faculty meeting minutes, February 10, 2014), a matter that presents many challenges.

Even though a student who fails only one nursing course is allowed to continue in the

nursing program, the student is required to wait an entire year to do so. This process

delays a prospective graduate nurse from taking the licensing exam and potentially

entering the health care workforce. According to the nursing faculty, the best scenario

would be to ensure that students successfully complete all nursing coursework on the first

attempt along with a demonstration of competent knowledge and understanding of the

concepts of the course (personal communication, May 15, 2014).

Student attrition and student retention are closely related. Retention of students in

the nursing program has been identified as an important goal. Each school of nursing

must report student retention and student first-time pass rates of the NCLEX–RN® to

their state boards of nursing and regulatory agencies. Nursing programs are held

accountable to the regulatory agencies and the individual state boards of nursing to

increase the first-time pass rates of the program graduates, and they must identify factors

to decrease attrition rates. Carrick (2011) discussed the regulations that nursing programs

must follow, which include the minimum percentage of graduates from a program who

will need to pass the NCLEX-RN®. Each state board of nursing in the nation has

individual rules and by-laws that govern the minimum percentages of first-time pass rates

of the NCLEX-RN® nursing programs must achieve in order to maintain accreditation. In

order for colleges and universities to ensure that their nursing program remains open, this

level must be maintained.

This aspect of regulation by the state boards of nursing is also important in

relation to the possibility of nursing shortages in the years to come. According to the

AACN (2014), as the baby boomers near the age of retirement and communities witness

an increase in health care needs, the nursing shortage continues to have the potential to

worsen. As more nurses are reaching the age of retirement from the nursing field, there are not enough new nurses to replace the positions being vacated. These same nurses who are retiring are themselves also adding to the demands on the health care system over time (Pitt, Powis, Levett-Jones, & Hunter, 2012). Nursing programs across the United States continue their efforts to increase enrollment of qualified nursing students with the intention of ultimately increasing the number of prepared graduates eligible to take the NCLEX-RN® and eventually enter practice in the health care system (Carrick, 2011).

Nursing programs that continue to have a trend of both high attrition rates and low first-time NCLEX-RN® pass rates are at a heightened risk of being denied or losing state or national accreditation. This potential negative impact on schools of nursing could further limit the number of possible nursing graduates and contribute to the further decline in the nursing workforce. From the viewpoint of the college and the community, it is important to increase both student enrollment and retention of those students, with the goal of achievement of earning an associate degree in nursing. This is also vital to both the social health and economic growth of the community (director of nursing, personal communication, August 26, 2013).

Table 1 demonstrates the attrition rates of the nursing students for the years of 2012 -2014. The attrition rate is based on a student's ability to complete the nursing program within 150%, or five semesters from the time the student entered the program (director of nursing, personal communication, May 2, 2015).

Table 1

Program Attrition Rates 2012 – 2014

Graduates	2012	2013	2014
Admitted/Did Not Complete			
Site of study	50/21	43/14	46/22
%	42%	33%	48%

The data presented in Table 1 indicates the attrition rates that have led to the concern about the study site nursing program from the administration, faculty, and other stakeholders. The number of students who were unable to complete the nursing program remains higher than faculty and administration feel is acceptable (nursing faculty, personal communication, May 2, 2014).

At the study site, the percentage of students successfully completing the NCLEX-RN® has frequently been below the national pass rate. Even with the implementation of an intervention policy or progression policy, the NCLEX-RN® did not improve on a consistent trend. Trends for the past 5 years of NCLEX-RN® first-time pass rates are illustrated in Table 2.

Table 2

NCLEX-RN® Percentage of Pass Rates for Years 2011–2015

	2011	2012	2013	2014	2015
National	87.8	90.3	83.0	81.8	84.5
Associate Degree	86.9	89.3	81.4	79.3	82.0
Colorado Associate Degree	82.2	89.9	82.3	74.7	85.0
Site of Study	95.4	72.2	65.6	81.8	93.3

Note. From Colorado State Board of Nursing Education Resources (2015)
https://drive.google.com/file/d/0BzKoVwvexVATYS1EUmFjcGQ0U1U/view

No intervention policy or progression policy had been implemented with consistency until the 2010-2011 academic school year. During the 2010-2011 academic school year, the revision of the remediation procedure stated: "For each course that incorporates standardized testing, all remediation will be required. The required remediation is to be hand written and submitted to the course instructor within one week of taking the specialty exam" (College nursing handbook, 2010-2011, p. 13). Following the changes to the policy, the NCLEX-RN® first-time pass rates for the study site increased in 2011 and the percentage of passing students ranked higher than the national scores. However, in 2012 students from the study site again fell below the national average for passing scores. This drop in student success led to the second change in remediation policy that was implemented during the 2012-2013 academic school year, which included the following procedure:

For students not achieving the pre-determined benchmark on the exit standardized

exam, which will be administered during the final semester of the program

associated with NUR 230, an incomplete grade will be assigned until such time

remediation will be completed (College, nursing manual, 2012-2013, p. 14).

Stricter progression policies have been discussed during faculty meetings as a method

with which to ensure that competent and safe graduates enter the health care workforce.

According to Bland and Gallagher (2009), the intent of a nursing program is to graduate

nurses who are competent to administer safe and competent care, and the intent of

implementing a stricter progression policy that will retain students not meeting the

program's benchmark is intended to protect the general public. This type of policy allows

the student to continue a review of necessary requirements, before progressing to taking a

licensing exam.

Discussions with nursing faculty and administration surrounding the high number

of nursing students who are admitted into the nursing program along with the high

number of students who fail at least one nursing program indicate rising concern

(personal communication, May 2, 2014). Nursing faculty pointed out that in a review of

those who fail at least one nursing course, those students have a higher probability of

failing a second course. According to the nursing handbook of the site of study, students

are only allowed to withdraw and/or fail from two nursing courses. If a student withdraws

and/or fails two nursing courses they are no longer allowed to apply for admission to the

nursing program for five years (Nursing Student Handbook, 2013-2014, p. 10).

In 2010 – 2011, in an attempt to increase nursing student retention along with the improvement of first-time pass rates of the NCLEX-RN® for graduating students, nursing faculty developed the tutoring/mentoring NS3 program. NS3 is offered to students for 4 hours each week during the semester. The goals for the students and the NS3 program are to successfully pass the required nursing courses and to pass the NCLEX-RN®. According to the nursing faculty (nursing faculty meeting minutes, May 3, 2013), there is a continued high rate of student attrition from the nursing program in 2014 and a slight improvement of NCLEX first-time pass rates. The NS3 was designed to help the nursing student with study skills, test-taking strategies, and clinical competencies. The seminar is open to both nursing and prenursing students. The schedule of dates and times is posted each semester for students' scheduling needs. Attendance at the NS3 is mandatory for nursing students who are failing a course; the student will be required to attend the seminars until they are passing the course. NS3 is also mandatory for those nursing students identified by clinical faculty who need remediation with improvements, as stated in the student nurse improvement plan (SNIP). The NS3 can also be a part of a SNIP for nursing students who fail any unit exam in nursing courses; this is at the discretion of the nursing faculty member.

The SNIP is used in all areas of the nursing program: theory, lab, and clinical courses. This plan is a written agreement between the student and faculty member outlining one or more areas in need of improvement—grades, knowledge, accountability, and behavior—along with action required to correct these areas. The SNIP can also be used to provide the student with a specific plan for remediation of a performance

deficiency that is likely to affect the student's overall performance and ability to continue in the nursing program. With the plan, the student agrees to correct the identified deficiencies that have resulted in the unsatisfactory or potentially unsatisfactory performance that may result in failure of a course.

The nursing program administration and faculty have implemented the use of standardized testing throughout the nursing curriculum. The use of Kaplan Integrated Testing and NCLEX-RN® Review® is intended to give both faculty and students an opportunity to identify areas of weakness and strength in learning. This information is also utilized to provide curriculum changes to better prepare the student to successfully complete the required nursing courses on the first attempt and ultimately pass the NCLEX-RN® following their graduation. Students must take course-specific tests at the designated times throughout the nursing program. If the student does not achieve the benchmark, which is determined by the nursing faculty, the first time the test is taken, remediation as designated must be completed and submitted to the instructor. If necessary, the student will retake the test at a designated time. If the benchmark is not achieved by the student the second time, additional remediation will be required

Evidence of the Problem from the Professional Literature

Discussions surrounding the issue of nursing shortages and the impact on communities have been a topic of roundtables for many years. Bigbee and Mixon (2014) explained the shortage of registered nurses as a global issue but one that manifests to a greater degree in the rural and remote areas. According to Scholz and Spicer (2010) with the Colorado Center for Nursing Excellence found that nursing programs in Colorado

graduate approximately 1,900 new nurses each year, even though 3,000 nurses are needed. This difference in supply and demand will result in increased costs for the Colorado health care system. The dollar amount indicated by the Colorado Center for Nursing Excellence to recruit the necessary 3,000 nurses is estimated at more than $100 million. Harris et al. (2014) addressed the need for more nurses and the challenging task to ensure that colleges and universities are graduating adequate numbers of both competent and diverse nurses.

In an effort to ease the nursing shortage, it is important to begin at the fundamental level of the nursing program. When students have been identified as demonstrating poor academic performance, they are enrolled in a variety of educational and instructional interventions in an effort to improve their performance(Pennington & Spurlock, 2010). The topic of nursing student attrition along with the potential impact of the nursing shortage was addressed through the literature review. According to the NLN (2010), approximately 80% of the students admitted into RN programs are graduating from the nursing program in which they started. In 2011 the NLN reported an increase in nursing student attrition, with approximately 44% of students not able to complete their program (2011). In an attempt to minimize the number of students who do not complete a nursing program, it is important to understand the influence that losing each student will have on the community as a whole.

An abundance of literature exists related to student attrition and the impact on society as a whole, both at the level of health care and the student. According to Donnell (2015), delayed graduation or inability to complete the nursing program affects more than

just the individual student. The impact is felt in a multitude of ways by the student, the student's family, and the community in the form of a continued shortfall of nurses entering the health care profession.

There was limited literature and research regarding solutions and interventions for the struggling student, however. According to Bigbee and Mixson (2014), a study conducted by Parsons among students from rural backgrounds at the University of California, Berkeley, indicated that academic achievement of students comes from a variety of sources: personal drive, self-confidence, assertive attitude, student obligations to scholarship/goals, support of family and friends, relationships with professors, and the use of university-provided support services.

Themes that were identified from the literature review as contributing to nursing student attrition include (a) the prevalence of the nontraditional student in nursing programs, (b) student feelings of isolation, (c) lack of faculty support for the achievement of the student's academic goals, (d) student failure in a beginning nursing course, (e) personal factors such as motivation and preferred learning styles, and (f) disillusionment with the profession of nursing and the nursing program policies. The nontraditional student inherently has multiple stressors, such as increased financial strain, employment obligations, and family responsibilities (Harris et al., 2014). Students have expressed feelings of being alone or that "no one understands" as they relate to the stressors and workload of the nursing program. In reference to student attrition, those students who fail an initial or fundamental nursing course also have a potential for failure of higher level nursing courses. According to Carrick (2011), students have reported that faculty were

often overworked and overwhelmed , leaving less time and energy to focus on student needs, resulting in the perception of lack of compassion by the faculty to the students. Any combination of these factors or themes would seem to increase the students' risk of failure in a nursing course, which could result in failing out of the nursing program.

The purpose of this project study was to explore nursing students' perceptions of influences that led to or impeded their success in completion of the nursing program at a community college in Colorado. The importance of this study lies in its effort to achieve a better understanding of factors that potentially lead to students' success in the nursing courses as well as factors that may potentially lead to student failure in the nursing courses. Each student who doesn't successfully complete the nursing program influences the nursing shortage at the community level as well as at the national level. Understanding what might lead to or contribute to a student's success or failure is important to nursing faculty in order for them to implement necessary changes to promote student success. The ultimate goal of the nursing program is to graduate at least 80% of those admitted into the program with confidence that they are competent and safe.

Definitions

Nursing Success Seminar (NS3)

The resources that are available to the students include the NS3, which involves tutoring by nursing faculty and other student success programs. The student success program is driven by the students and guided by the faculty member assigned to the seminar. The areas reviewed are those identified by the students. With a remediation

program, each student is provided an opportunity to address gaps in their level of understanding of the material covered in each course (Nursing Student Handbook, 2014-2015, p. 12).

Kaplan Integrated Testing and NCLEX-RN® Review

The school of nursing in this study uses the Kaplan Integrated Testing Services and the NCLEX-RN secure predictor exam as a means of determining successful completion of a final course of the nursing program and, ultimately, graduation. A Kaplan Secure Predictor Exam is designed to assess and evaluate the students' mastery of nursing content for each nursing level. Through the use of the associated test-taking strategies, case studies, and NCLEX-style questions, the student has the opportunity to enhance understanding of the materials covered during class along with an increased comfort level for answering the NCLEX-style questions (Nursing Student Handbook, 2014-2015, p. 11).

As a means of standardization, the National Council of State Boards of Nursing (NCSBN), provides a more uniform method for all 50 state nursing boards to assess and review common policy, regulations, and procedures that are concerned with public safety and welfare. The NCLEX-RN®, which was developed by NCSBN, is a standardized exam that all qualified graduate nurses take in order to enter the health care field as a registered nurse (RN). Part of what is accomplished by the board members of the council is to establish a common language for the continued guidance and development of role clarification and evaluation, along with the necessary minimum competency standards at the national level (NCSBN, 2014a).

National Council Licensure Exam for Registered Nurse (NCLEX-RN®)

Once the student nurse has successfully completed all of the graduation requirements of the school of nursing program, they are eligible to apply to take the national council licensure exam for registered nurses (NCLEX-RN®). In order to practice as a RN, the graduate must first pass this exam, the NCLEX-RN®. The exam assesses the graduate's minimum competency in the essential areas for meeting the physical needs and safety of the public; these areas include knowledge, skills, and attitudes of the nursing profession. According to the NCSBN (2014b), the standard has been increased every three years since 1994 because of the high acuity and needs along with the increased complexity of patient care and the use of technology in nearly every aspect of health care.

Successful Nursing Student

Successful nursing students are defined as those who complete the associate degree nursing program within 5 semesters from the time of entering the nursing program (College, nursing manual, 2012-2013, p. 3). According to Lewallen and Debrew (2012), there are five characteristics of successful students, these include: being prepared, critical thinking skills, ability to build relationships and communicate well, eagerness and positive attitude toward learning, and showing progress with the ability to accept feedback with adaptations being made.

<div align="center">Significance</div>

Acceptance as a nursing student into a nursing program is only the beginning of a possibly stressful experience for potential nursing students. Issues surrounding attrition

and the ability to retain the nursing student become a major focus for the student and

nursing faculty (Donnell, 2015). Attrition is a distressing occurrence for nursing

programs, when so many students who are qualified for admission into programs are not

retained (Levin & Calcagno, 2008). The project study purpose was important to both the

nursing program and the local community as a whole, as it had the potential to shed new

light on the confounding issue of nursing student attrition.

The influence of retention of students on the nursing program was also

significant, as it may have led to the possibility of the program's being closed by the

state's board of nursing. As part of the nursing program approval process, the

administration is required to report not only the number of successful students but also

the number of students who fail or drop out of the program. In the frontier and rural

communities, the availability of nurses who are willing to live and work in smaller

communities is limited. Local health care facilities currently have to utilize travel or

agency nurses to ensure that shifts are covered and patients cared for.

The inability to graduate a higher number of qualified nursing candidates from the

nursing program will continue to influence the current and future nursing shortage in the

community. It is important that nursing program administrators and nursing faculty

ensure that those students who are admitted into the nursing program are qualified and

have a high probability of success in the program. As a result, the admission process

includes the review of several aspects: scores on admission exams, previous college

coursework, and previous college degrees. Graduation rates are directly affected by the

retention of students, along with the time and costs that are required to educate nursing students (AACN, 2011).

Understanding why the nursing program in Colorado had a high attrition rate was critical to ensure as many nursing students as possible are able to qualify for admission along with graduating qualified students. Each student who leaves the nursing program before earning their degree results in both the nursing program and the community losing a valuable asset, that of a potential qualified registered nurse and member of the health care team. As prospective students research the vast variety of nursing programs, two criteria are often used: the program's retention rate and the first time NCLEX-RN® pass rate.

In the rural area where the college is located, information is passed by word of mouth, and retention rates along with student failure from nursing courses is often a common topic of discussion by current and past students. The information related to the NCLEX-RN® pass rate is of public record and located on the state board of nursing website. Both retention rates and NCLEX_RN® pass rates have a direct effect on the number and quality of students who apply to the nursing program. Students searching for nursing programs seek ones with positive outcomes and high rates of nursing student success to help guide their decision to the choice of nursing program.

Guiding/Research Question

The purpose of this qualitative study was to investigate perceived factors influencing nursing students' success or requirement to repeat at least one nursing course while enrolled in an ADN program in Colorado. Despite the implementation of a

tutoring/mentoring program by the faculty members of the nursing program at the
research site, students continue to fail nursing courses, drop out of school or fail to
graduate thus not allowing them to take the required national nursing exam necessary to
practice as a RN. The guiding research questions for the study included:

1. What are nursing students' perspectives of the factors that influence, either
   positively or negatively, student success or failure in the ADN nursing
   program?

2. What are nursing students' perspectives of the usefulness of the NS3
   remediation sessions for nursing students in the ADN nursing program?

With these questions, I addressed the perceptions of nursing students who have
successfully completed all nursing courses on their first attempt and those nursing
students who had to repeat at least one nursing course while enrolled in the associate
degree program, and exploring factors that contributed to retention. For this study, the
perspective was to understand the experiences of the nursing student, at a rural
community college in Colorado. It was anticipated that the participants in the study
would verbalize and articulate feelings and circumstances within the context of their
experiences in order to gain a greater understanding of what may have contributed to
their successful completion of all courses along with the perceived factors that may have
led to successful completion of all nursing courses or the potential of failing a nursing
course.

Review of the Literature

This review will focus on several topics that are important to nursing education. In an effort to completely understand the importance of nursing student retention, the literature review will include a brief discussion of the characteristics of a nursing student, current attrition causes in nursing programs, review of remediation programs in nursing, and finally, an overview of the attrition of the nursing student. The theoretical framework is also discussed in this review. The background of the issue of attrition of nursing students is incomplete without a brief discussion of the continuing shortage of nurses in the United States; it is this topic that will begin the literature review.

An intentional research and review was conducted using the internet-based search of peer-reviewed and refereed research, including the following search engines: Cumulative Index of Nursing and Allied Health Literature (CINAHL), EbscoHost, ERIC, ProQuest, and the ProQuest Digital Dissertation database. The research covered the years 2009-2016 using the keywords *nursing program*, *nursing student*, *nursing student attrition*, *characteristics of the nursing student*, *nursing student retention*, *graduation*, *admission*, *attrition*, *nursing program failure/success*, *nursing shortage*, *a predictor of success*, *academic/non-academic predictors of success*, and *student success*. This search yielded numerous articles, which were divided into appropriate subgroups for further review and relevance and then critically analyzed.

Conceptual Framework

Though many action research studies utilize transformative learning theories this case study research project will utilize the theory as the theoretical base. Jackson, Power,

Sherwood, and Geia (2013) point out that this theory is multi-faceted encompassing a critical discourse along with inspiring candidness to the views and life experience of others, and being willing to understand those ideas that are different than their own. The individual experience of the individual nursing student and how they may have perceived its benefit or lack of benefit is important to understand from an educational standpoint. Transformative learning theory describes how students make meaning or sense from an experience as a way of improving their skills.

Mezirow (1998) described transformative learning as "the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience to guide future action." (p.188). Based upon the learning theory adult learners have expressed the need to find some type of value in what they are doing. In the educational setting, this remains true as well, in an effort for the educational situation to hold meaning and be worthwhile it is important to provide evidence of value or meaning for the student's success.

Transformative learning theory explains how students are bringing meaning or are able to make sense of a lived experience as a way of improving their skills. Mezirow (1998) explained transformative learning as "being able to act with confidence on the knowledge gained from the experience and the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience to guide future action" (p. 188). Utilizing the concepts of this theory could also be a valuable quality gained by using a comprehensive orientation program because it allows students to understand the importance of their experience. According to Dirkx (2012) learners

create and recreate what the meaning of their own life experiences mean to them, and it is with this that the learner becomes conscious of the life experience meanings. Finding value in both why they are doing the task as well as what they are doing during their educational journey is important for adult learners to have to meaning for their personal growth and find the educational situation to be worthwhile.

According to Parker and Myrick (2010), the use of transformative learning theory allows educators to encourage students to confront their thoughts, expectations, and values; thereby allowing them the opportunity to apply these new ideas appropriately in clinical practice. As the students increase their level of knowledge, they gain an increased level of awareness of the expectations and the development of critical thinking skills necessary for the health care profession. The instructor's role is to teach and support the student to develop a reflective approach in which the student has the ability to realize and interpret their thoughts about their own behaviors. This realization can either support or impede their learning which will, in turn, impact their future performance in nursing and the health care field. It is the role of the faculty to guide the student as they continue their educational journey.

According to Jones (2009), when students attribute their failure to a lack of understanding of the material, they tend to try harder. On the other hand, if they instead attribute the lack of understanding to a limitation of natural ability, they may quit or easily give up, and they may not be able to complete or perform tasks they had been able to previously. As students use transformative learning it is the incorporation of utilizing information gained from previous experiences that will aid them in their success. If a

student is unable to incorporate information and knowledge into new experiences he or she may not be successful. It is this theory that will guide the students' ability to collect and analyze the data necessary for the study, what information did students learn and how did they incorporate the information into successfully completing nursing coursework. Or, for those students who did not successfully complete a nursing course, how was this information missed or not incorporated during the course.

Enhancing the understanding of what students feel and their motivations surrounding their life experiences are important concepts to review and appreciate in order to make an effort to implement positive changes for future nursing students. Transformative learning theory guides the research questions as I was attempting to have an improved understanding of what the learner experienced from the context of the nursing student. The goal is to help future nursing students assess their current circumstances during the nursing program and allow for positive changes to be made. According to Christopher, Dunnagen, Duncan and Paul (2001) educational programs that allow the student to transform their learning from assessment and reassessment and allow for a change to a better or possibly more effective way of doing things, leads to positive life changes for the student.

Nursing Shortage

First, an overview of the nursing shortage in health care will be discussed. From the earliest history of the nursing profession in the United States, health care has frequently dealt with cyclical nursing shortages; this happens when the supply of nurses in practice is not able to meet the growing demands of the public or there are insufficient

numbers of licensed nurses available (Egenes, 2012). Root causes as identified by Egenes include the following: (a) how the profession of nursing is viewed by the public, (b) employment concerns such as poor salaries and working conditions of nurses, along with (c) a decline in students enrolling in nursing programs.

The current nursing shortage also has a different but similar issue, that of the lack of rural nurses in comparison to urban nurses. According to Dotson et al. (2012), nursing shortages in rural areas are more notable than those in urban areas. Many registered nurses were affected by the recession experienced by the United States in 2008, causing them to return to the workforce in order to supplement or even support their families during the economic downturn (Zinn et al., 2012). As the economy is reviving, many of these nurses are now reviewing the idea of retirement.

Although the nursing shortage has decreased somewhat over the past few years, it is still predicted there will remain a deficit of greater than "260,000 nurses by the year 2025" (AACN, 2011). As more nurses reach the age of retirement, and with the slight upturn of the recession, nursing jobs are expected to increase more than any other occupation. Projected nursing job growth of approximately 16% from 2014 to 2024 is expected (Bureau of Labor Statistics, 2015). With an expected increase in nursing jobs or employment openings, the nursing shortage will be impacted.

As experienced nurses begin to retire and leave the workforce, it is important that adequate supplies of qualified nurse graduates are in training to fill their positions. As recently as 2013, surveys were conducted and published as a collaborative effort between NCSBN and the National Forum of State Nursing Workforce Centers (FSNWCs).

According to Budden, Zhong, Moulton, and Cimiotti (2013), there have been several factors influencing the shortage of nurses which includes the increased proportion of aged individuals within the United States population, the fact that the majority of the current RN workforce is approaching retirement, and the patient Protection and Affordable Care Act. The authors predicted that roughly 30 million more United States residents will become insured and begin seeking more medical attention. Included in the matrix in health care that also causes concern is the potential loss of primary care physicians which will, in turn, lead to an increased workload for nurses and the possibility of further shortages as nurses leave the rural areas for more urban areas and the possibility of a lighter workload.

Another point addressed by Egenes (2012) relates to the fact that the nursing shortage in the United States is cyclical and that the shortage will be noted over time to a certain degree. Each student nurse that is admitted to a nursing program but then fails to successfully complete the program is representative of a considerable loss to the health care industry and ultimately impacts society (Crouch, 2015), In rural Colorado, this issue has been addressed by members of the Colorado Trust, this organization is a health foundation dedicated to achieving health equity, using statistics in its commitment to finding solutions to the current shortage of health care professionals. "This shortage has resulted in longer wait times for fewer services and—in some communities—it has meant a total lack of primary care services" (The Colorado Trust, 2012, p. 4). Staiger, Auerbach, and Buerhaus (2012) called the current state of the nursing workforce "a temporary bubble that is likely to deflate during the next several years." (p. 1464). Because of this, it

is important that schools of nursing and health care not become complacent but instead prepare for the shortage.

Nursing Student Success and Attrition

In an attempt to meet the nursing workforce demands, an effort has been made to increase the number of qualified nursing graduates. It is this principle that puts nursing programs across the United States in the spotlight of both the public eye and governing agencies. Therefore, it is important to review possible influences that may contribute to both nursing student success and attrition. According to Yeom (2013), nursing program administrators along with nursing faculty are charged with the challenge to facilitate the development of student knowledge, ensure that new graduates are competent, and that they demonstrate organizational and curricular effectiveness. Through these areas of early identification those students that are identified as high risk can be tutored in areas of weakness if necessary. Nursing programs will continue to be challenged to deliver competent graduate nurses who are qualified to successfully pass the NCLEX-RN® on their first attempt (Roa et al., 2011).

Having a clearer understanding of the factors that impact a student's success along with measures of student success and retention in the nursing program is another important aspect to address. According to The Accreditation Commission for Education in Nursing (ACEN), retention is defined as the "number of students who complete the program within 150% of the stated program length" (ACEN, 2015). Based upon this definition of retention the director of nursing and the nursing faculty were able to identify retention as an area of concern for the nursing program. It is this definition that was

utilized by the community college in which the study was conducted, to determine the attrition rate of the nursing program.

To have a better understanding of student success and attrition, a brief discussion of the characteristics of a nursing student may shed light on the issue. According to Yesil et al. (2015), nursing students experience a greater level of stress during their nursing program than a traditional university student. Areas of increased stress and conflict are related to a combination of school and hospital experiences. Students entering a nursing program may not have a clear understanding of the vast number of requirements and expectations while enrolled in a nursing program.

Nursing faculty have an acknowledged high level of responsibility in the field of nursing education, and one aspect of this responsibility is being of assistance to nursing students who are having difficulties or struggling academically. According to Poorman et al. (2011), the nurse educator has multiple roles, with one of those roles being an advocate for the nursing student. This role can be quite challenging and difficult for many nurse educators. As administration and faculty members of nursing programs search for methods to increase student retention, student success programs have been developed. According to Pennington and Spurlock (2010), remediation has gained an increased level of importance recently as nursing schools struggle to increase their NCLEX-RN® pass rates. There are limited data and evidence as to the type and intensity of remediation that is necessary or required to achieve the goal of increasing retention or even increasing the number of students passing the NCLEX-RN®. According to Reinhardt, Keller, Summers, and Schultz (2012), it is important to incorporate valuable and effective remediation

interventions. These interventions should be mandatory, well-defined, individualized to meet the students' needs, and used along with test taking strategies to reduce test taking anxiety. In an effort to improve testing scores, a diverse selection of remediation programs have been used, such as test-taking skills, time management skills, and review of content with the use of practice questions along with stress management techniques (Pennington & Spurlock, 2010).

The expectations of nursing faculty by the nursing student are also an important aspect to understand as well as the opposite, the expectations for the student by the nursing faculty. A point of interest brought out by Pennington and Spurlock (2010) in their review of remediation and themes that were made apparent included the following: students need to take the responsibility of developing their own individualized study strategies. The student has to also accept responsibility to effectively prepare to take the exam by accessing available resources, and finally, standardized exams help students recognize areas of both strengths and weakness when used with other factors such as grades earned in nursing courses (Pennington & Spurlock, 2010). Many factors contribute to nursing student success as well as to academic shortcomings or failures. Urwin et al. (2010) observed that the number of student nurses who fail nursing courses has remained fairly steady over the past five years, but it continues to cause concern, as there is both an ethical and professional incentive to recognize the factors that have led to student nurse attrition and also respond correctly. According to Carrick (2011) one influence that is recognized by nursing students' efforts to succeed is multifaceted and

includes associations between the perceptions of learning, learning outcomes, and the context being taught.

Topics that have been addressed as having a direct relationship with student success include faculty support, general self-efficacy, goal orientation, first-year grade point average, and commitment to the nursing program (Raman, 2013). Raman pointed out that faculty instructional support and positive student-faculty relationships, along with higher levels of support from faculty, were factors in completing the nursing program. Ensuring that faculty are both supportive and engaged with students is an important aspect of success for both the student as well as the nursing program. Fontaine (2014) pointed out the importance of early identification of the "at-risk" student at the time of admission, would ensure the possibility of providing targeted services focused on their success. The point of faculty support and intervention is that of identification of "at-risk" students early in the nursing program. According to Abele, Penprase, and Ternes (2013), identifying the "at-risk students" would help limit multiple aspects of nursing student attrition. The "at-risk" student may experience additional stressors including an increase in the price of nursing education. Additional time and resources may be needed to prepare students who have difficulty completing the nursing program and achieving their goal of becoming a registered nurse.

It is important to add the definition implemented by nursing programs and state boards of nursing as a means of measuring student success that is used in the literature when discussing student success and nursing program success. Schmidt and MacWilliams (2011) addressed the definitions used by most nursing programs and state

boards of nursing as "NCLEX first-time pass rate as the definitive outcome, because it is used to evaluate and compare nursing programs, attrition, graduation, grades at end of program, exit examination results, and early achievement in nursing program." (p. 171). In addition to a student's GPA, other possible predictors of success have been identified. According to Nandeshwar et al. (2011), factors associated with retention are a level of academic preparation and availability of financial resources. Nursing students may not have a full comprehension or clear understanding of the academic demands of a rigorous professional nursing program. There are many important reasons that schools of higher education are becoming interested in the relationship between student expectation and the high risk of attrition (O'Donnell, 2011).

In an effort to address high-risk students, nursing program administrators have incorporated the use of standardized exams (Roa et al., 2011). Nursing faculty and administration began the implementation of standardized exams throughout the nursing program to assist in identification of high-risk students (personal communication, director of nursing, August 26, 2014). One such standardized exam is the Kaplan Integrated Predictor exam, which is administered near the end of the student's final semester in the nursing program. Students must score at or above a level predetermined by administration and faculty in order to pass a course. Performance on the exam is reflective of the student's readiness for the NCLEX-RN® licensing exam. This type of exam is used to evaluate where students may have weaknesses and allow for concentration to be spent on these areas before taking the NCLEX-RN® examination. A

study by McGahee, Thayer, Gramling, and Thomas (2010) confirmed the usefulness of the exam as an indicator of success on the NCLEX-RN® exam.

For both prospective and current nursing students, it may be common knowledge that nursing school has a reputation of being difficult along with a stressful time in life. Many students complain of feeling "overwhelmed" and "stressed out," and throughout each semester, students express feelings of frustration with the number of requirements and rules that they did not experience during their preparatory coursework (Briggs, 2010). The added workload and level of frustration may lead to dropout. Students who, during preparatory course work, didn't feel they needed to put much time and effort into earning a passing grade and even experienced high levels of achievement, often begin to struggle with the new level of intensity of nursing school. The vast numbers of strict requirements, rules, and uses of technology that the student must learn (and even master) also contribute to the level of difficulty and stress. This also has the potential to increase the risk of illness and has been shown to increase dropout rates (Briggs, 2010). As nursing programs continue to increase nursing student admissions in an attempt to meet the demand in the workforce, it is equally important to recognize what has the greatest influence on student progression and attrition (Pitt et al., 2012). According to Briggs (2010), this is also true for nursing students as they begin the journey through the nursing program.

Student success is often linked to support systems that include supplemental instruction combined with tutoring. According to Carrick (2011), the expectations of students engaged in student success programs include the following: (a) the program

monitors for gaps in their learning, (b) the tutoring or remediation needs to contain

meaning, and (c) it intends positive outcomes. These three expectations are the primary

purpose of the remediation programs that are developed and designed for students. The

limited availability and lack of a structured tutoring/mentoring program have the

potential to increase feelings of isolation of the student who continues to struggle with

concepts in the courses or is considered a marginal student, which could ultimately lead

to failure of the program and attrition. Students' feelings of isolation may be

demonstrated in a variety of ways, from feeling alone and even possibly helpless (as they

may not know what needs to be reviewed in the nursing courses) to not knowing how to

study or organize their time (Harris et al,, 2014).

Implications

This project study was important to the nursing program, as the research findings

were able to shed new light on issues related to the causes of student attrition and, equally

important, student success. In order to accomplish this goal, the nursing program

administration began by admitting as many qualified nursing students as the program is

allowed by the state board of nursing and accreditation agencies. For every nursing

student who is not able to successfully complete the nursing program to become eligible

to take the NCLEX-RN®, there is the loss of a potentially valuable asset to the health care

team. With the findings of this study, I now have a better understanding of possible

factors and reasons for student attrition for the nursing program in the local setting. With

this information, I created a faculty development program with the intent to enhance

faculty understanding of the perceptions of the nursing students. This study also yielded

useful information to a larger population of students, faculty, and administrators by providing an understanding of perceptions or pathways to success and potential roadblocks. With the information and data collected, I was able to address and bring these factors to the attention of the stakeholders. Discussions related to the possibility of implementation of positive changes for student success within the nursing program while also decreasing the attrition rate at the local level also evolved from the findings of the study.

Using the data that was retrieved from the participants, which included both successful students and unsuccessful students, I created a faculty development session that will describe to faculty and administration student perspectives of measures and procedures to improve in order to achieve student success. The information will be presented to faculty and administration to help guide them in the development of future programs, to adjust or make changes that would have a possibility of benefit to the student success, in an attempt to decrease students' feelings of frustration. This information may also help faculty and administration to identify earlier those students at risk of not completing the nursing program by allowing for early intervention.

Positive social change implications following the completion of this project study may include addressing the nursing shortage by increasing the number of qualified nursing graduates eligible to take the NCLEX-RN®, having a positive effect on the lives of the nursing students, and having a clearer understanding of possible factors in nursing student attrition. In a review of the possibilities for positive social change, the results of the study may have the potential to decrease the nursing student attrition rates at the

community college, as well as improve the number of registered nurses needed to meet the existing and future nursing shortage crisis in the rural community in Colorado.

Summary

Nursing student attrition is an important contributing factor in the nursing shortage and a fact that continues to plague nursing education (Gilmore, 2008; McGregor, 2007; Porter, 2008). It is this level of attrition that is an integral but a somewhat less recognized contribution to the shortage of qualified nurses. As a nurse faculty member at a community college in Colorado, I work closely with students enrolled in the nursing program. I examined the institution in which I am employed, as I would hope to make a positive difference with the research and review of the data collected. In order for nurse educators to have a positive effect on the rate of attrition, it is important to address the reasons behind both the successful student's accomplishments and the failing student's reasons for not attaining success. The following section will describe the research design, setting of the project study and sample, instrumentation with materials, data collection, data analysis, assumptions along with limitations, and the ethical protection of the participants.

Section 2: The Methodology

Introduction

The purpose of this qualitative case study was to explore nursing students'

perceptions of influences that led to or impeded their success in completion of the nursing

program. According to the director of nursing at the study school (personal

communication, August 26, 2014), a student is only allowed to fail or withdraw from two

nursing courses, after which time the student will have to wait five years to reapply for

admission. With the use of personal interviews of 10 former nursing students, I was able

to study a combination of students who were successful in the completion of the nursing

program and those who had not been successful in completion of at least one nursing

course while enrolled in the nursing program. The use of qualitative research allows for

the collection of data through a variety of means including interviews with participants to

collect subjective information surrounding the research question (Merriam, 2009; Polit &

Beck, 2013). The individual experiences of nursing students throughout the school term

may promote understanding of program elements that may need to be enhanced or

changed. In this section, I will describe the research design, justification for the design,

selection of participants, data collection methods, analysis of findings, and conclusion.

Research Design

I used a qualitative approach to this study because I was interested in examining

the subjective perceptions of nursing students. There is a heightened recognition of the

contribution that qualitative research makes to nursing knowledge (Houghton, Casey,

Shaw, & Murphy, 2013). I determined that a qualitative case study method was the most

appropriate because it involves understanding complex phenomena by gathering in-depth

data from various sources of information (Stake, 2005). Qualitative studies support the

researchers'understanding of how participants comprehend an experience, situation, or

incident. I was interested in understanding how nursing students perceived not only the

experience of nursing school as a whole but how they perceived specific situations or

incidents as being pivotal to their success or failure in the program. I determined that a

quantitative research design was not appropriate for the purpose of this study because it is

not directed at the examination of subjective perceptions of the nursing students

(McCusker & Gunaydin, 2015). Prior to beginning this study, I also did not find specific

variables to measure that would produce quantitative data (Klassen, Creswell, Clark,

Smith, & Meissner, 2012).

     I selected a case study as the specific qualitative research method for this study

for several reasons. For example, Stake (2005) stressed the role of the researcher as an

interpreter of qualitative data. Leedy and Ormond (2010), focused on the exploration of

how and why when analyzing complex data such as perceptions of interviewees. Instead

of focusing on the researcher as an interpreter, Yin (2009) claimed that a case study

allows the researcher to build on the individual perceptions of interviewees in the context

of a larger problem. Yin (2014) also suggests the use of a case study approach when the

"how" and "why" questions are most appropriate. Stake (2005) described a case study as

a "system with boundaries" (p. 443). Therefore, my role in this case study was to

interpret the subjective perceptions of nursing students within the boundaries of the

specific nursing program that was the setting for this study.

According to Merriam (2009), the case study approach is an in-depth analysis and description-bounded system. The case for this study is defined as the nursing program in a local community college in Colorado. Multiple sources are incorporated in the data collection which can include individual perspectives, use of interviews, observation of the participants, and analysis of documents. Chronicling the perspectives of those lived experience can be accomplished by recording and transcribing the findings for further review and interpretation.

The case study method was appropriate for this study because I was researching the perceptions of students who were enrolled in a nursing program, assessing factors that they felt contributed to their completion of the nursing courses or failure of a nursing course. I interviewed each participant individually, using a semistructured interview process. The interview process included using the same set of questions for all participants to guarantee that each student received the same or similar information and questions. The case study method offers instruments and tools for researchers to investigate phenomena within their own context and has become a common method in qualitative health science research (Baxter & Jack, 2008).

In qualitative study design, the researcher's intent is to have the findings or analysis from the study used by stakeholders in an effort to improve the methods or the manner in which programs are designed and implemented (Merriam, 2009). McCusker and Gunaydin (2015) point out that research utilizing a qualitative approach aims to understand a specific aspect of society, while its methods generate words instead of numbers (as in quantitative research) for the data analysis. The intent of this study was to

use qualitative methods to incorporate the findings and analysis of the study to guide improvements. Using the semistructured interview to collect data and information, I was able to accomplish this goal. According to McCusker and Gunaydin (2015), qualitative research is characterized by its goal of understanding a particular aspect of social life along with its methods, using words instead of numbers for data analysis. This type of inquiry aims at having an increased knowledge or understanding of how people view their personal experiences, what is involved in their own worlds, and how they interpret the experience. In this study design, the researcher is responsible for the data collection and the analysis process.

<div align="center">

Participants

</div>

Criteria, Justification, and Gaining Access to Participants

The setting for this study was an ADN program at a community college in Colorado. The research site, the community college, is part of a 13-member community college system. The community college is a rural college that maintains two campuses that are located 110 miles apart crossing the Rocky Mountains, and the college serves 12 surrounding counties in Colorado and northern New Mexico. The college is designated as a Hispanic-serving institution; this means that the college is committed to serving the educational needs of the Hispanic population. The population of the nursing program is predominantly female, nontraditional students, of whom approximately 51% are Caucasian, 49% Hispanic, and less than 1% declared as other, which is comparable to the rest of the college's population (personal communication, July 20, 2014).

According to the Ekowo and Walizer (2015), a nontraditional student possesses at least one of the following seven characteristics:

- did not immediately continue education after high school graduation,

- attended college on a part-time basis,

- may work full time while concurrently attending college,

- is financially independent from parents,

- has dependents other than a spouse,

- is considered a single parent, or

- did not earn a high school diploma.

The selection of participants for this study followed a purposeful sampling which included 10 past nursing students from the nursing program in which the study was conducted. The inclusion criteria for the participants included those who were enrolled in the nursing program during the academic years between 2012 and 2016.

Because of the smaller cohort size of the nursing program, the sample size provided valuable evidence of reasons students have successfully completed all nursing courses along with reasons why students have failed any of the nursing courses. The cohort size of each graduating class included the following:

- 2012: 18

- 2013: 16

- 2014: 11

- 2015: 16

- 2016: 10

Thus the total potential participant pool was 71 students. Using a sample size of 10

participants, there was no predetermined number of participants from each cohort. This

provided for a purposeful sampling strategy based on the goal of better understanding the

students' impressions and implementations. Patton (1999) put forth the rationale that

purposeful sampling lies in selecting "information-rich" cases for a more in-depth study

(p. 1197).

A review of the potential participants was conducted with the director of nursing

to assess which students attended the nursing program within the academic years of 2012

- 2016. I then created a computer database of the eligible participants that included e-mail

addresses along with physical addresses and telephone numbers. E-mails were then sent

to these students containing the information related to participation in the study and the

study expectations. Participation was completely voluntary. Ten prospective participants

responded to the request, each of the 10 alumni was selected to participate in the study,

and a returned receipt of the e-mailed consent form by the participant indicated

acceptance. The range of participants for each cohort was: none from 2012, two from

2013, three from 2014, five from 2015, and none from the 2016 cohort. Of the 10

participants, there were four male alumni and six female alumni. Three of the participants

had failed at least one nursing course while enrolled in the nursing program while all of

the participants had graduated from the nursing program.

Following receipt of the consent to participate, contact was made to schedule an

individual meeting time with each participant. The time and meeting place was at the

convenience of the participant and was conducted either face-to-face or by telephone.

Table 3 describes the participant demographics.

Table 3

Participant Demographics

Female	Male	Failed at least one nursing course	Number of participants graduated from ADN program	Number of participants from each cohort
6	4	3	10	2012 – 0
				2013 – 2
				2014 - 3
				2015 – 5
				2016 - 0

According to McCusker and Gunaydin (2015), the objective of qualitative

research is to obtain a heightened knowledge of an aspect of a person's social life, with

the data for analysis collected in words instead of in numbers. It is the "how" and "why"

of the participants' experiences while enrolled in the nursing program that was of interest

for this study. According to Creswell (2013), persons having a story to tell about their

lived experiences is an important aspect of understanding (p. 154). Each of the

participants had a story or experience to share about the time enrolled in the nursing

program.

Students who experienced failure in a nursing course as well as those who

successfully completed the nursing program were included in this study because their

individual experiences provided potential insight into the increased level of attrition in

the nursing program. The rationale for choosing both students who have experienced

failure in a nursing course and those who have been successful was twofold. First, those

who have failed a nursing course can provide understanding of what changes were necessary to achieve successful completion. The reverse of this is also true for those who had been successful, detailing the strategies and behaviors to which they ascribe their successes. In-depth interviews were conducted in order to have a better understanding of the feelings and perceptions of the students.

Establishing a Working Relationship

To gain information about the potential participants and then to establish a working relationship with them, several important processes were put into place. First, an in-depth discussion with the director of the nursing program along with other administration officials as to the intent of the project was conducted. This established their buy-in for the project and set the stage for later feedback. Both the director of nursing and college president were in agreement regarding the importance of the study and that the information gained would be of benefit to the nursing program.

Ethical Considerations and Protection

Before the Institutional Review Board (IRB) approval process began, a data use agreement was obtained from the community college president. I met with the director of nursing to identify students who were enrolled in the nursing program between the academic years of 2012- 2016. Institutional Review Board (IRB) approval was obtained in accordance with the policy of the institution and Walden University to ensure procedures are followed. Walden University's approval number for this study is 02-24-16-0051999. Approval was also granted by the Colorado Community College System to conduct the research study.

Ethics is an important part of being a quality researcher to ensure that data collected do not cause harm to those willing to participate. Bogdan and Biklen (2007) described informed consent as an explanation to the potential subject of the details of the study, including possible risks. By having exemplary detail and explanations, that all data collected from the study remain valid and reliable. To protect the students who are willing to participate in the study, an online informed consent form with complete and full disclosure of the intentions of the research with all possible benefits or adverse effects was provided to the participants. The eligibility requirements included nursing students who were enrolled in the nursing program during the academic years 2012 – 2016. I met with the director of nursing to identify those nursing students enrolled in the program during this time. An invitation and consent were sent to the qualified participant's email address via Walden email. Also included in this invitation was the activities required for participating in the study, the amount of time required for the interview process/activities, and for member checking. This email introduced myself and the research study and gave my contact information with which prospective participants were asked to contact me with questions or concerns related to participation in the study.

The consent form was reviewed, questions answered and signed prior to beginning the interview process. The review of the consent form included discussion of the objectives and goals related to the research project. During the initial conversation, it was imperative to establish a working relationship that was conducive to allowing open conversation and responses to the questions being asked of the participant. In order to establish this relationship, I ensured that all participant questions and concerns were

answered completely and honestly. If the participant decided not to continue in the study they were made aware that there are no adverse consequences related to their decision, although none of the participants didn't participate in the study. All of the participants completed the interview and agreed to answer any follow-up questions that may have arrived.

During the interview process, which was scheduled for 60 minutes, the participant was asked a list of questions related to their experience during the nursing program. The questions were open-ended allowing the participants to elaborate and provide their perspective to the question. The interview was recorded and then transcribed at a later time utilizing the software program, Dragon Naturally Speaking. Each interview was reviewed a minimum of four times to ensure the accuracy of content. This recording allowed for more accurate data collection and reporting. Each participant recording and transcription of the interview were coded with pre-selected names as to protect the privacy of the participant. As the primary investigator, I was the only person with access to the codes.

Data Collection

Data Collection

The data collection was accomplished through the use of individual, semi-structured interviews. The open-ended interview questions were developed specifically for the study. The intent of using this type of interview was to gain a better understanding of the students' experiences while enrolled in the nursing program, with an emphasis on what they felt lead to their success in completion of nursing courses as well as what they

felt was challenging. Using the interview technique allowed the participant to openly answer the interview questions and express feelings they experienced during the nursing program, the list of interview questions is located in Appendix B. The interview process allows the researcher the ability to identify a widened area in which they anticipate hearing from the participants about their experiences and feelings (Doody & Noonan, 2013).

Using the interview method, I was able to engage in an open conversation with each of the 10 participants in a one-on-one candid meeting. The interview process was scheduled with respect for each participant's schedule, using the flexibility of face-to-face interview or telephone conversation. The face-to-face meetings allowed observation of non-verbal cues and phone interviews afforded voice change interpretation. Each interview was conducted in a private room away from other students or faculty in order to maintain confidentiality. Each interview lasted no more than the allocated time of 60 minutes, with each lasting approximately 45 to 60 minutes.

Prior to each interview, I reviewed the consent form with the participant to ensure understanding by the participant, thereby ensuring that the consent form was signed and dated by both the participant and myself, as the researcher. With the consent of the participant, the interview was recorded (voice only) and then transcribed, utilizing Dragon Naturally Speaking software, this allowed for more reliability and accuracy of the information. Along with the recording of the interviews, I kept field notes during each interview. I reviewed my field notes along with the transcription of the session to ensure

that I had the correct information and intention of the participant. Each participant was assigned a preselected code name to protect his or her identity.

Role of the Researcher and Ethical Considerations

The setting for the study was a Colorado community college where I have been employed as a nursing faculty member for 10 years. I have worked with each of the participants, as an instructor and mentor, while they were enrolled in the nursing program. None of the participants were currently enrolled in the nursing program at the time of the interview or while conducting the study. Because the participants were no longer in the nursing program; I did not have an influence on grades or progression through the program for the participants.

Following each interview, I implemented the coded names for each interview and then transcribed the interview verbatim utilizing Dragon Naturally Speaking. A copy of the interview transcription was provided, via email, to the participant for review. This allowed them to participate in the process of member checking. This process allowed for the accuracy of the data that they provided. Changes were updated as indicated by the participant to their transcript, allowing for increased clarity of perceptions. There was no need or indication for follow-up meetings. Polit and Beck (2013) pointed out that it is imperative to a successful interview to ensure that the participants have a clear understanding that they are crucial to the process.

The interviews were transcribed and cataloged using a preselected system. All information is kept in a locked cabinet which is located at my home office and where it will be stored for 5 years. The questions that were asked of the participants were

previously reviewed for clarity by my faculty peers who are employed with the nursing program at the site of the study.

Data Analysis

Interviews

In the case study research, the use of personal interviews of the selected participants is the primary source of data collection and reporting. The use of case studies allows for the researcher to conduct careful and detailed observations along with the reporting of individual participants (Unicomb, Colyvas, Harrison, & Hewat, 2015). I was able to ensure that all of the data I collected was not only stored correctly but equally important that the data collected was analyzed appropriately as well. An interview protocol was implemented for asking and recording the responses during the interview.

According to Meriam (2009) the use of coding, which is a system that allows for organizing and managing data, needs to be established early in the study (p. 173). Using an open coding system during the initial analysis phase, I was able to review the interview documents looking for common themes or concepts. Following the open coding phase, I was able to move into the axial coding phase in order to confirm the initial insight and reactions of the themes or concepts. Strategies that I used for the coding process included searching for the following:

- keywords
- connections among terms
- comparing/contrasting
- word repetitions

Notes were kept to record thoughts and ideas about the numerous codes identified during the review of interview notes. Bogdan and Biklen (2007), compared the process of sorting and coding to that of sorting toys that fill a gymnasium. To sort the items, or the themes in an interview, I was able to build broad categories such as descriptions of the feelings, or themes brought out during the conversation in the interview. The process can be both time-intensive and interesting. Because of the time-intensive nature, it was important that I incorporated frequent breaks to allow the material to sit and then come back to it with a fresh start (Bogdan & Biklen, 2007).

As the information was collected each piece of electronic documentation was stored electronically so that it would be available for future use if needed. The computer in which the information was stored was password protected on my personal computer. For increased safety, the password will be changed every three months. The paper documents were stored in a locked file cabinet located at my home office which only I have access to. All of the information will be kept for 5 years at which time it will be deleted and paper documents will be shred.

While reviewing each transcription and field note of the interview I built a frequency table which included common terms, phrases, and categories. This process allowed me to keep ideas separate without duplication of the concepts and themes while still maintaining that ability to add direct quotes from the interviews. This allowed me to organize concepts that were similar. The research findings provided five common themes which were thought to be common knowledge by some of the participants, as indicated by comments brought out during the interview, but enlightening to me as well.

Careful analysis of the information and data that was gained from the research question while also summarizing the participants' responses and including quotes from the transcriptions allowed for the development of common themes. During the analysis, I was then able to identify patterns and structure the information, with attention to information that was pertaining to the research question while also monitoring for information that may not have been as relevant but still important information. I began to focus my attention on areas the participants indicated as either positive influences or negative influences. I also focused on what areas they felt they could have changed and those influences that they had no control over. In order to ensure that I had not overlooked or missed important questions or comments, the recordings and notes were reviewed multiple times.

Striving for reliability and validity is always in the forefront for the researcher. Merriam (2009) pointed out that in order to have an influence on practice or theory in a field, research studies must be conducted in a rigorous manner. It is imperative that each research design is carefully planned and attention is paid to detail. Merriam (2009) addressed the point of validity as internal validity: how the findings of the research match reality. According to Patton (1999), credibility includes checking on whether the researcher's understanding of the actions and interactions in the setting are truly valid. All data and information gathered should be compared to these methods. In an effort to ensure the credibility of the findings I implemented the inclusion of a peer debriefer who was able to review all of the data and check to ensure that findings are logically derived from the data. Member checks along with the use of a peer debriefer were implemented

in order to establish that all of the findings were logically drawn from the student interviews and interpretations. The peer debriefer was a nursing faculty member from a neighboring community college who has been in nursing education for greater than five years. The duties requested of the peer debriefer included analysis of what I had written based upon the original data collection sources, and noting any differences in these findings from what I had indicated. The peer debriefer was also asked to review the findings for the accuracy of data as well.

In order to implement each of these methods, I presented the interview transcripts to each participant asking them to review their own data. After completing a transcription of the interview, I incorporated member checking by providing a copy of the transcript by email to each participant requesting their review of the accuracy of the content. This allowed for their feedback and an opportunity for the participants to clarify or make additional comments. Each of the participants reviewed the transcript of their interview, following the review there were no changes or adjustments indicated by any of the participants.

Throughout the process of establishing credibility, I did not find discrepant data or negative cases, all of the participants were in agreement with one another. I did not find areas that participants were in disagreement with the information provided to the interview questions. Using member checking and a peer debriefer added to the credibility and reliability of the data, ensuring that all data collected and reported was correctly documented. It was also imperative that I remained objective while collecting all data to ensure the findings were not biased. In an effort to maintain this objectivity I

incorporated the use of a strict coding system with the awareness of the possibility of discrepant data, while not losing site of the goals of the study. Merriam (2009) found that external validity surrounds the extent that the findings of one study can be incorporated to another (p 223). In an effort to ensure that the findings of this study can be considered as transferable the structure of the research, participant selection, data collection, and data analysis must be clear and concise.

Findings

The responses to my interview questions ranged from brief to quite detailed by each of the participants. As the participants had agreed to take a block of an hour in their busy schedules, I made every attempt to keep the interview focused and on task. Each participant expressed gratitude for being included in the research study, allowing them the opportunity to tell their experiences and feelings related to their enrollment in the research site nursing program. Each of the interviews was conducted with each participant individually.

RQ1: What are nursing students' perspectives of the factors that influence, either positively or negatively, student success or failure in the ADN nursing program?

IQ1: Did you fail any nursing course during your while enrolled in the nursing program?

In response to the first question, three of the 10 participants stated they had failed one nursing course while enrolled in the nursing program.

IQ2: Did you graduate from the nursing program? Y/N

All of the participants indicated that they had completed the nursing program and graduated from the research site with their associate of applied science degree. An aside comment made by several participants was that they had also passed the NCLEX-RN on their first attempt. The importance of the nursing student graduating from the nursing program is exemplified by Crouch (2015) who asserted that when a nursing student fails to complete the nursing program a valuable asset to both the health care industry and to society is lost.

Cowboy: "I did pass the NCLEX on my first try."

Heels: "I was so appreciative that I did pass NCLEX on my first try."

Chef: "I did pass the NCLEX with the least number of questions required."

IQ3: What do you feel influenced you in a positive manner during your course work during nursing school?

Participants each explained how being a part of or student of the nursing program as a positive experience. Common influences that were brought out by the majority of the participants was the positive influence and direction provided by the instructors who worked in the nursing program. Peer support was equally important to the participants to mention as a positive influence. I noticed with each of the participants a deep sigh as they formulated their responses to this question, a slight smile on their face, and an occasional giggle. The themes that were identified from the analysis of the interview question were equally divided as *the individuals who had the most influence was that of the instructors or faculty and the positive influence their peers had on them during their coursework in the nursing program.*

The instructors or faculty of the nursing program were able to present the information or material in a variety of manners. These methods were all throughout the entire program from the beginning courses, in the first semester, to the last course. Presentations, vivid simulation, class presentations, and clinical rotations were the methods commonly pointed out by each of the participants. Yeom (2013) indicated that stakeholders, administrators of the nursing programs, and faculty have to facilitate the development of student knowledge, ensuring that nursing students are competent.

Chef: "The one-on-one interaction with the instructors. It isn't a big room, big concert hall where you just listen to a lecture, you can actually talk to them."

Cowboy: "The biggest influence for me was that it felt special to be in the program. I felt special and privileged to do this coursework, you are on campus and that you weren't just going to basic 101 class, this was like actual nursing school and there's only a few of you doing "it" (being admitted into the nursing program). So I felt special and that was a positive influence during the coursework I think taking those classes."

Runner: "I felt elite because I was in such a respected program."

Heels: "A positive influence for me was the fact that I had failed one nursing course and when I came back to repeat that course I knew I had to maintain my focus. I wanted to focus on my goal and had to take it one day at a time."

Rebel: "My daughter was a positive influence for me, I had to make it through the program for her. I didn't want to let her down, I wanted to make a better life for the two of us."

Sociable: "Being tenacious and very determined to accomplish a goal that I had set for myself as a small child. Prayers and God's grace were my most positive influence."

IQ4: What do you feel influenced you in a negative manner during your course work during nursing school?

Participants were a bit apprehensive when answering this question, each taking a moment to process the thought of what they each considered as a negative influence. An interesting point that was brought out was also a similarity to what they had also addressed as a positive influence, their peers were also expressed as a negative influence.

This negativity was described as the continued negative comments and "gloom and doom" statements. The seemingly need of classmates to create drama and distractions. Some of the participants brought out the mere stressfulness of the nursing program, "the fear of the unknown" and "not knowing what I don't know" led to a negative influence as well. Several of the participants indicated that "life in general" had a negative impact on their coursework. Burke and Sass (2013), noted the effects of a student's peers face a steep challenge, because of issues with a students' peer selection and the input of peer groups with the effects possibility of disruptive peer behavior having a negative effect on individual achievement.

Chef: "From time to time there seemed to always be some type of unknown, you know what I mean and you worried about that because you were so hypersensitive to everything. It's like what's clinical going to be like, you know. Literally, you would

freak out about it. Stress over it, you know because even though you got feedback from the instructors it wasn't really how it was going to be."

Cowboy: "As a male going through the program with this group of females, like 18 females. The biggest negative for me was the negativity and I'm not saying it's always the females because we guys can cry too, but it just seemed like it was it was *every* day there was somebody complaining about something that something didn't go their way. That was a bummer after a while and it was difficult."

Sociable: "They always saw something negative there was always a fight or a problem."

Heels: "During a test review every question on the test, someone had to say 'what if.' It got really old."

Rebel: "That was the biggest thing that my peers, not even the teachers, the peers that there is just a lot of expected doom and gloom. I guess like you expect the worst you're going to get the worst you expect the best you know you going to get the best, you just go in and take your 'swings'.

Runner: "I think in both levels and both times when I was in the first group we did have that negativity but the following year we had, you know what does it have to be this way or I don't think I can do it. But we always had somebody there telling you that you can do this, I know you can. They kind of really supported each other think that was good. 'How are you going to word this on the test' and they would get upset because they would say they were not given the answer."

A follow-up point that was mentioned, by several of the participants, was an impact of the nursing program in general, such as the amount of "busy work", wondering how it would help them be successful and competent nurses. Instructors were also very busy working on accreditation paperwork, even if the school obtained the accreditation, this would not benefit the current students. It only added to the school workload and stress level.

Runner: "I know that the accreditation is important for the school and the nursing program, but many of my peers talked about how would that really help us? Even with all of the work the instructors were putting into the accreditation, the program would not be officially accredited when we graduated."

Chef: "Our class knew that the accreditation was important, but we would not be part of the class that graduated when the program received this status. So how would that be of benefit to us? I, myself, understood the importance but many of my classmates didn't."

IQ5: Of the influences that were negative (if any) what did you change, or would have changed?

Carrick (2011) indicated that the influences for success that have been addressed by many students enrolled in nursing programs are complex and multifaceted. They include the perception of their learning, the learning outcomes, along with the content of the courses. Participants agreed throughout the interview that maintaining a sense of balance and the attitude of "never giving up" was the major focus and way to survive. This was a common theme "stay determined" to be successful. This was a necessary

change that many of the participants indicated they had to change often when enrolled in the nursing program and nursing coursework. Changing the people they studied with along with the way they studied was a significant change that was made and was also difficult at times.

Cowboy: "The only thing I can control is what I can control and that would've been who I studied with, who I hang out with and my own mentality of how I approach things. So towards the end of nursing school, for me, I started to realize there's always going to be another hurdle, so I just jumped the [damn] hurdle and keep going. This is what you have to do until you look up and there are no more hurdles and then take a deep breath and it's over. But, just to expect another challenge and there's nothing wrong with a challenge and then also I had a wonderful study group I was supported by these girls. They weren't complainers so I guess I would go into it knowing that, you know, choose your friends wisely and come out swinging I guess is what I would do."

Chef: "As far as the unknowns, having a mentor or mentorship or someone that you could bounce questions off of and ask how is it going to be like in clinical. And how is it going to, you know, having someone who has already been through nursing school to give that. As a first year nursing student having someone there to say it's going to be okay always having the second year to bounce ideas off of about the simplest things."

Rebel: "As a first year nursing student you find a second year nursing student to ask how is med pass and you are just waiting on every word they say and then they say. Because all I heard was 'God it was the worst thing ever,' just knowing kind of what's coming to better prepare you because I always asked the guys in front of me what's going

on. But then again I was 40 years old going through it, as an 18-year-old I had pride about not asking a lot of questions. I would just cry."

Runner: "I don't know if I would do anything different really I don't know I just tried everything until it worked sometimes it works and sometimes it didn't never give up."

Heels: "I can only control what I can control, I had to decide what things fit into this and change those things."

IQ6: How would you describe your experience in the nursing program as a nursing student?

This interview question brought smiles and even a few laughs from the participants, as they reminisced their experiences in the nursing program. The most frequent theme was that of *extremely stressful*. As was indicated in the literature review, nursing students encounter a higher level of stress while enrolled in a nursing program compared to the average or traditional student (Yesil, Öztunç & Eskimez, 2015). A secondary theme that was brought out was that of *rewarding and meaningful*. The participants also pointed out that as they were answering the questions and reflecting on their time and experiences in the nursing program they also felt rewarded. This feeling exemplified in the kind of nurse they are today, the nursing program was hard and instructors were strict. Looking back, they are very grateful for the discipline and structure, though they didn't realize it at the time, but looking back it was understood and important.

Sociable: "You can talk about the amount of stress you have during nursing school that you just don't know until you are there people say they cry step but you just don't know.

Chef: "It was stressful and to know that when I look back now and it was exhilarating, like a whole new look at vocabulary, all new language you have to learn so many new things. I mean you see it on TV and it's not even like TV. Maybe now that I am away from it I can overlook the stress that I was under. I had but there was a lot of really cool situations and experiences I got to have and that was just fun."

Cowboy: "I would say rewarding. First time in my life I actually, you know, started something this hard and finished it. I was a first-team all-state basketball player with a full ride scholarship and I couldn't finish college when it was given to me that age [of 18]. This was what changed everything for me. Everything changed once I went through nursing school. It was so rewarding to hear someone come up to you and say thanks for taking thanks for taking care of my family and everything you guys were awesome. It's rewarding and it doesn't stop, like every day you can have that based on what you do and how you treat your patients. It's just rewarding."

IQ6a: What nursing courses would you describe as being "difficult" or "easy?"

Each of the participants gave an indication that they felt that there was not an "easy" nursing course. They each described each nursing course as difficult but did indicate that some of the coursework was less difficult but not easy. Pharmacology and

psychology were most of often indicated as "easy" while medical/surgical nursing was labeled as the most difficult.

Runner: "It was all difficult. I found pharmacology and medical/surgical nursing the most difficult. I don't know that anything was really easy."

Chef: "It was all stressful. As far as what was most difficult, I would have to say psychology, not everything made sense to me in that class. The easiest course for me was pharmacology, it was just logical."

Cowboy: "I think looking back that it was all difficult, just some courses more so than others. I think if I had to pick just one, it would be OB/peds; so many things about that course just didn't make sense."

Heels: "I think having the opportunity to take the first pharmacology course a second time helped. This would have been my most difficult class. I am not sure I could say any of the others were easy, just not as hard."

> IQ7: From your perspective, what contributed to your success or failure while completing coursework in the nursing program? For example; factors, courses, or individuals?

Participants described their experiences that were either positive or negative and how they felt these had an impact on their success or failure while in the nursing program. Themes that surfaced from the participants that were felt to be a contribution to their success were similar to those felt to influence them in a positive manner. These included *instructors in the program, positive peer support, and personal commitment*. An additional theme that was identified was the requirement of having to complete four

thousand NCLEX style questions during the fourth and final semester of the nursing program. Participants stated that even though the idea of completing the questions felt like *true torture*, looking back it was that task that also helped them to be not only successful complete the nursing coursework and passing their boards (NCLEX-RN). According to Pennington and Spurlock (2010) having a diverse remediation program that also includes test-taking skills, review of content and practice questions aids in student success.

Having peers and instructors that allowed the participant the ability to "unload" feelings of fear and frustration in a safe environment. The participant stated that she felt this *ability to vent* really did have a contribution to her success. Additionally, felt the small class sizes and living in a rural area also had a contribution to their success as well. The small class sizes allowed for more one on one assistance from instructors. The rural area and even though the health care facilities were smaller the experiences were great. The smaller facilities allowed for the students to gain more "hands on" experience. The nurses and physicians would allow the students to step in and help out, not just watch from the outside.

Rebel: "You can't cut corners, you have to do what is assigned and do it well."

Cowboy: "Be sure to take advantage of the help and mentors that are offered, they are there to help you be successful and ultimately become an excellent nurse. I feel that my age when I started the nursing program, was a huge factor. I didn't have the option of failing, I had to do whatever it took to be successful. I worked hard and tried not to get into the drama that sometimes happened."

Heels: "The instructors and their dedication were a true contribution. By this I mean that they really care, going the extra mile to help out, the way they present the material and the quality of the nursing program."

Participants who indicated they had failed a nursing course, brought out similar issues that they felt had contributed to their failure. Of these issues that were addressed included feelings of fear to ask questions, not taking the program and workload seriously. When asked what was meant by "not taking the program and workload seriously" the participant indicated that she would wait until the day or two before an exam to "cram" and also she would "go out" on weekends. She stated that when she failed the nursing course and had to wait the year to re-take the course it was a huge "eye-opener" and she felt like she did an 180-degree turnaround, taking everything much more seriously.

Sociable: "My dad's illness had a huge impact on me, the distraction of his illness and dealing with classmates' drama. On the positive side, I feel that my desire: the sheer desire to become a nurse? You have to want it because every day there can be "something" discouraging that could make you want to quit."

Cowboy: "The biggest factor that I thought that contributed to my success was the teachers in this program and I can say that now looking back on because I didn't have anything to compare it to, but now working in the field I know it was a factor. I guess the way the information was presented and the type of information presented in the quality to consider it's a success. I would think it includes passing the NCLEX, so any programs can throw information out there, but not every program can have the end results. Then my side of it, what I can control, here I'm 40 years old and if I don't do this then I go

back to doing what I was doing, that was not going to happen. So I'm just not going to

quit type thing. I had to change my stars, no one is going to give it to me. I had to find a

routine and could not deviate from that. Also, I remember that 2% is what happens in life

and 98% is how you deal with 'it'."

Heels: "That's a big thing, as opposed to when we went to a larger hospital where

if a nurse had a problem with respiratory issues they stand back and watch and call for

respiratory to come help. They didn't do much more than raise the head of the bed up put

oxygen on, and call for help, it's much different. I felt there was no failing and I was

going to do whatever it took however it took. However many hours it took to be

successful, I was so sick of doing what I was doing before. There was a no fail for me. It

was going to happen."

This type transition is noted by Dirkx (2012) as transformative learning and self-

formation which involves both a self-evaluation and critique. It is this type of critique

that allows the learner to identify and evaluate the process that has taken place.

> IQ8: What do you feel contributes to or aids an ADN students' success while
>
> completing their course? For example, what coursework, resources, or study
>
> habits did you find useful or least helpful as an aid to your success?

Several topics were addressed by the participants regarding what they felt

contributes to a nursing students' success. They indicated that many of the ideas that they

had addressed for themselves and their success or failure would also be the same for

current and future students. Several participants indicated that when current and

prospective nursing students ask them what they would recommend for success common themes were identified, *maintain focus on homework and good study habits*.

Participants explained what they felt had been a turning point for them in the nursing program that they would like to pass along to other nursing students which was the desire: the sheer desire to achieve their goal. Several stated that there are going to be rough times and even a point that the student may want to give up, but keep trying and know that nursing school is not forever. "Having faith in God, He did not bring you this far and place this dream in your heart, to only abandon you". Several indicated knowing what "hoops" to jump through and just "keep jumping". Carrick (2011) addressed the importance of student engagement in programs that focus on achievement of success and include assessing for gaps in learning, meaningful remediation and tutoring, and having positive outcomes.

Chef: "You know I didn't know the difference I did look at NCLEX pass rates but I never looked at attrition rates. I knew the advisor and my wife knew one of the instructors, that helped me choose this program. But, ultimately being in a rural area is definitely a plus. So the students who follow us actually get a lot more experience a lot more."

Rebel: "It's like touch and play."

Runner: "I wonder if that's just because I am at the age I am or was during the program and had the same perspective. I have the same mentality, I mean when you going through the prerequisites you can cut corners and its fine but I think the staff saying that you're not going to be able to cut corners here but it is okay, before but you can

make this happen and reassuring you they are good at their jobs too. Another thing is having people in the hospital to show you the ropes and stuff."

Cowboy: "I don't think a lot of the nursing students understand that. How far ahead they are being in this area. I point I found and pass along to nursing students is that success in nursing school requires "self-motivation" and there is no pill for that, it comes from within."

Heels: "Just if there was a way they can see "it" coming. By "it" I mean it's a program where you can maybe cut a corner, but you can't cheat, you can't take time off. It's not about being smart because everybody here in nursing school is smart. It's about are you dedicated enough to finish the fight. That's if you are like my friend in the program who is 40 years old doing this and I'm thinking dedicated enough. I'm going to do whatever it takes. I'm going to do whatever it takes to get out of this and asking myself are you dedicated enough because everybody is smart enough but are you dedicated enough to do that. That's a question you have to answer before you start, because if you're not then you won't make it. I don't care how smart you are you won't make it. If you take a night off to go party with your friends "see you". It's that easy. I've seen it happen to classmates they go partying a couple weekends and they fall behind and it's done they are done three weeks later, I don't see them anymore so are you dedicated enough to finish it, that is the question."

Chef: "Just the understanding that it's temporary, it's a temporary thing it may be that you are only 22 years old, but it's going to be two years and you're going to be busy

and is going to feel like hell. But after two years its rewards are just you more than you can even measure the rewards I mean."

Rebel: "You're supposed to keep it simple stupid."

Chef: "A lot of people say oh it's so hard, they always told me the negative. I don't think I had a whole lot of people come to me and say "I see you're stressed take a deep breath, you're going to get through this and it is going to be fine". I think that would have helped."

IQ9: When you had difficulty with a concept or content, what did you do? Whom did you consult?

For this question participants indicated that they would rely on several different people or things. Peers and instructors were the most commonly indicated resources presented during the interviews. Trusting and relying on themselves was also important, knowing that they could accomplish the goal that they had set out for themselves was indicated as very important. As for other resources, textbooks and the internet were commonly utilized references. Each indicated the choice for to whom or what they would use was directly dependent upon what the concept or issue was.

Cowboy: "For me, it was more an issue of I never had any good study habits and you could probably tell that I never studied, never. Having the group that I was in, they were able to throw out things that I missed and helped me with comments like you need to focus on this, this, and this. So I was able to go back and re-study stuff so I think having my little study group was huge for me. Because there's only so much time to read the book and get it, so I think that was huge."

Chef: "I think looking back, I over studied. I did things so over the top a lot of times. I studied by myself most of the time, although we had a small group, but I over did stuff. I'm supposed to learn an entry-level topic or concept and I was so far beyond that I skipped that entry-level, the basic concept just going deeper than I needed to. Then I take the test and they ask nothing about that it's like I went way too deep."

Cowboy: "The mentorship part of it."

Rebel: "The mentorship, fortunately, I see that as a big part because there was stuff I could have benefited from if someone would have just grabbed me and slapped me and said: 'Relax, just relax, just do this, or what's the major concept here.'"

Wonder Woman: "When I did my rotation in surgery it was one-on-one with the patient. I prepped a patient, watched the procedure, and then helped to send them (the patient) home. I did an assessment, that what was what I learned while I did the rotation. I learned a ton because it was slow enough that I could grasp and swallow the information."

Runner: "I had through the chapters like three times a lot of times. I had to actually do the hands-on part before I could even grasp what I was even reading."

Chef: "I think it was the 4000 questions that we had access to and the actual lectures that actually promoted the understanding."

Cowboy: "I did 100 questions every night and then the ones I missed the remediation process telling me what it was they were looking for and why missed it that was the biggest teaching prep."

In addition to these results, Penprase and Ternes (2013) point out the importance of early identification of the at-risk student to help minimize attrition in nursing programs. Pennington and Spurlock (2010) pointed out the importance of remediation for nursing students.

RQ2: What are nursing students' perspectives of the usefulness of the NS3 remediation sessions for nursing students in the ADN nursing program?

IQ10: Did you utilize NS3? Did you find it aided in your success of successful completion of the nursing courses and program? Why or why not?

The majority of participants indicated that they did utilize NS3, for those that did not utilize the session they stated it was not offered during the time they were enrolled in the nursing program. The NS3 program began during the academic year of 2014, therefore those participants from the 2013 cohort were not able to answer this question. This question was relevant to the study as the session was designed to assist students who felt they were struggling with nursing courses or concepts in an effort to increase retention of students.

Some of the participants stated that the NS3 sessions felt *punitive and as punishment* because attendance was required if a student failed an exam. The sessions were helpful for the most part, "when instructors came prepared with material that would be covered on the exam, these were the best". Most of the participants stated that they felt they had attended at least seventy-five percent of the sessions. For those that did not have the sessions offered during their coursework indicated that they felt they would have

attended as many as possible, just another chance to hear the information and ask more questions.

Several recurrent themes appeared with each interview question, while there were also many independent themes as well. Table 4 outlines the most common themes related to each interview question topic. With each interview, I found new information that could be related to student success and/or failure of nursing courses along with attrition of nursing students.

Table 4

Common Themes Identified

Interview question topic	Common themes identified
Positive influences	Instructors in the program, positive peer support, and personal commitment
Negative influences	Negativity of peers, stress and workload of the nursing program
Negative influence changes	change peer group, remain determined Maintain focus on homework and good study habits
Overall experiences during nursing school	extremely stressful, rewarding, and meaningful
Easy courses/Difficult courses	Easy- Pharmacology, Psychology
	Difficult - medical/surgical nursing, everything
Contributions to success	Age (non-traditional), close peers, instructors, specific clinical facilities, and requirement of completing over 4,000 NCLEX style questions
Consulting resources	Peers, nursing instructors, utilizing both online resources and textbooks
NS3	Helpful, resource was not offered during while enrolled in the nursing program, punitive and as punishment for not doing well in a course
# of NS3 sessions attended	For two of the participants, the NS3 session was not offered, one participant did not attend any of the offered sessions, and the remaining seven participants stated they attended as many sessions as possible

The findings of the study are reflective of a small sample size while also being in alignment with findings of the literature review. There is evidence in the literature that supports the common themes identified by the participants as having an impact on both their potential for success or failure. According to Raman (2013) several topics have a direct correlation to student success; these include the support of faculty, the students' self-efficacy, orientation to their goals, and grade point average during the first year of enrollment in the nursing program, and their personal commitment to the nursing program. In a study conducted by Williams (2010) found four major themes emerge from the participant interviews, the themes were; the need to keep up, not giving up, and doing it, this was identified as the students' mindset or positive thinking. The final theme was that of ensuring the use of available resources. In a study conducted by Xiong and Lam (2013) they discussed the importance of familial and financial support along with having adequate social and academic resources as being vitally important to overcoming barriers to student success.

Conclusion

Section 2 of this project described the specific approaches to participant selection, data collection, and analysis. The research design for this research project was a qualitative case study to answer the proposed research questions. In this section were the descriptions of methods and justifications implemented for choosing participants. Discussion of the data collection process included justification for the methods implemented along with my role in the research process.

Section 3: The Project

Introduction

The purpose of this project study was to explore nursing students' perceptions of influences that led to or impeded their success in completion of the ADN program, in order to gain information that may help to reduce attrition rates of nursing students. One of the challenges faced by faculty and administration is to prepare students to be successful throughout their nursing program and to enter the workforce. Presenting the findings of this study to nursing faculty may help to increase the level of understanding and knowledge of the factors that influence student success or failure in nursing courses. This could increase nursing student retention and potentially help students successfully complete all of the nursing courses and ultimately the nursing program.

The project is based on the findings of the qualitative research, which included factors that affected students both positively and negatively in their nursing studies, changes that students made that helped them to be more successful, and the NS3 that is offered to all students. Themes that emerged during the analysis of the data included the following: (a) feelings of being over stressed, (b) the importance of self- motivation, (c) being aware of the negativity of peers, (d) changes that were made by students to increase their success, and (e) utilization of available resources. In the review of the literature, I found research stressing the importance of faculty involvement in helping to develop successful students along with documentation of the importance of self-motivation, both key components to student success. I created a 3-day faculty development workshop to address the attrition rate of the nursing program by helping nursing faculty increase their

knowledge of factors experienced by nursing students and equip faculty with the

knowledge, skills, and assessment tools to support the students during their course work.

<div align="center">**Description and Goals**</div>

The purpose of the 3-day faculty development workshop is to provide the nursing

faculty of the ADN program an opportunity to gain further knowledge, skills, and

assessment tools to promote student success. Goals of the workshop include: (a) increase

knowledge of factors that contribute to nursing student success or failure, (b) identify

factors that faculty can implement that can contribute to nursing student success (c)

introduce practices to reduce student stress, such as life skills and methods of coping, and

(d) develop recommendations to be used locally. During the workshop, I will present the

findings of the study to faculty, present student success tools, and allow time for open

dialog with nursing faculty to generate ideas to implement with each cohort of nursing

students.

During the 3-day faculty development workshop, I will address the factors

presented by the participants related to what they felt led to their success or failure of

nursing courses while they were enrolled in the nursing program. Other areas that will be

addressed in the workshop are areas that the former students indicated as positive points

of the nursing program. This will allow nursing faculty to continue to improve upon the

positive areas. The final concept addressed is that of new student advisement in areas

such as the following: tutoring, mentoring, and ensuring students are aware of and

prepared for the rigors of the nursing program. At the conclusion of the workshop,

nursing faculty will have gained greater knowledge and skills that can be applied to help

nursing students successfully complete the coursework required while enrolled in the nursing program.

Rationale

In 2012, a community college nursing program began to address an issue that had troubled the nursing faculty for years, that of an increased attrition rate for nursing students. I have chosen to provide a faculty development program based on evidence-based practices from literature and findings of the research project. Educators are expected to meet the challenges of preparing students by incorporating new knowledge and skills into their practice at increasingly high levels, which are acquired through participation in professional development opportunities (Mecca, 2010). With the data and information acquired from the research project, the presentation of the faculty development program will better allow for those involved in the nursing program to understand the factors and issues encountered.

Throughout the workshop, I will present areas addressed by the participants of the study, who were previous nursing students at the study site. This format will allow me to present the student experiences to the nursing faculty and encourage the exchange of ideas that will help guide current and future students to successful completion of nursing coursework. Professional development programs are utilized by many organizations to improve and update a faculty skills and knowledge (Mecca, 2010). The professional development workshop will provide all faculty, both seasoned and newly hired, new information for encouraging student success. According to Behar-Horenstein, Garvan, Catalanotto, Yu, and Xiaoying (2016) many professional schools don't adequately

prepare newly hired faculty for the responsibilities and requirements of teaching within an institution of higher education. Research has proven the most important factor that contributes to a student's success is the quality of teaching, and professional development is an effective strategy to improve teaching (Mizell 2010).

Although the faculty within the nursing program have already implemented the NS3 for the past two years, the attrition rate remains at an elevated level. This program is driven by the students with guidance by faculty members who are assigned to each session. Areas reviewed are identified by the students, which include topics they may have difficulty understanding. The professional development process of learning is a complex one that entails open intellectual involvement of faculty members along with a willingness to examine where they are in terms of readiness to change or improve (Avalos, 2011).

Review of the Literature

The literature review conducted for the research topic was intended to help discover ways to present the results of the research study I conducted along with locating current research related to the faculty development project. This review was completed for techniques for faculty development workshop implementation, student retention programs, and program planning. Areas of research included professional online databases, books, and peer-reviewed journals. The review was completed in the following databases: CINAHL with Full Text, Medline, Education from SAGE and ERIC. Other Internet searches were also conducted using search engines including American Nurses Association (ANA), Sigma Theta Tau International (STTI), AACN, and Google scholar.

Keywords that were included in the process included the following: *faculty development programs*, *professional development*, *academic achievement*, *faculty improvement*, *provider training*, *peer mentoring*, *learning styles and teaching workshops*. Reference listings from the articles researched also provided information for further literature searches. I found a vast number of articles listed throughout the searches conducted, although I limited the query in that only articles inclusive of information supporting this study were reviewed and utilized.

Professional Development

Providing faculty with evidence-based practice information is foundational to faculty success along with student success. As in all areas of health care, medical educational institutions have been known for allocating small amounts of time orienting faculty to their responsibilities as educators; it was presumed that their clinical experience was adequate to transition into a teaching role (Masunage, & Hitchcock, 2011). Without orientation, faculty have been required to learn to teach by trial and error. According to Masunage and Hitchcock (2011) the paradigm shifted when institutions began analyzing the quality of teaching along with supporting faculty in their current roles as educators. The literature does identify characteristics of the effective clinical educator, but it is less clear how these characteristics can be obtained and supported (Jetha, Boschma, & Clauson, 2016). It is important to ensure that the professional development workshop is developed with a clear project management outline. Davis et al. (2012) addressed the importance of preparing professional programs in an effort to enhance the quality in the delivery of their education services.

To accomplish the goal of improved teaching quality and ultimately student success it is important to embrace professional development and the means in which this can be presented to the faculty. For educators, reinforcing the knowledge that they already possess is an important piece of helping to integrate additional knowledge (Jeffery, Longo, & Nienaber, 2016). Without quality guidance, faculty members resort to teaching in the manner in which they were taught or continuing to teach in the same manner with the same or similar outcomes (Jetha et al., 2016). Professional development seminars are usually brief but intense and can last from a matter of hours to several days, with the competencies presented according to what the facilitator deems necessary for effective instruction (Ebert-May et al., 2011).

Incorporation of professional development has been shown to be effective means by which to retrain faculty in the workplace (Erickson, Noonan, & McCall, 2012). I intend to use a professional development program to provide faculty perspectives from the students lived experiences during enrollment in the nursing program. Mizell (2010) points out that through the use of professional development, faculty continue to strengthen their practice. With the information from this program, faculty may gain a heightened awareness of potential barriers that students encounter allowing them to better assist student success. Professional development aids faculty members in constructing and maintaining a positive professional self-esteem and supports the expansion of their job knowledge (Malik, Nasim, & Tabassum, 2015).

Need for Nursing Faculty Professional Development

In order to effectively make a positive change in current nursing education, it is imperative to heed the advice of experts in nursing education. Nursing experts such as Benner, Sutphen, Leonard, and Day (2010) and the Institute of Medicine's report of the future of nursing (2011) both concur that current nursing education needs to change. According to Yoder and Terhorst (2012) the change that is implied is to be more proactive in the approach to faculty professional development and design of nursing practice education. Student retention is an important component of introduction and retention of new nursing graduates to the health care profession (McEnroe-Petitte, 2011). It is with these ideas that make professional development a complex process as the faculty member is both the educator as well as the learner.

The most effective means to present professional development topics is through engagement of teams of faculty to focus on the needs of their students (Mizell, 2010). Each person is responsible for taking an active role in their own life-long learning and knowing there are several avenues from which one can learn is important to understand (Doss-McQuitty, 2016). It is important that the presenter of the professional program understand the incentive for each of the participants in attendance of the program. According to Johnson et al (2011) "the investment in continued education for nurses has a positive impact on several factors: patient care, the individual nurse, and health care organizations" (p. 609).

In preparation for the faculty development workshop, it is also important to take into consideration each faculty member's individuality. According to Avalos (2011), the

core of successful professional development is the understanding that the workshop is

about the faculty learning. Results of a study conducted by Ebert-May et al. (2011)

indicated that faculty attendance at professional development workshops did result in

advances in their level of knowledge and firsthand experience of specific aspects of

reformed teaching by faculty. This includes the faculty understanding of learning how to

learn, and transformation of this new knowledge into practice for the enhancement of the

students' success (Avalos, 2011). Masunage and Hitchcock (2011) pointed out it is

necessary for faculty to "embody their understanding" of what good teaching is and to

review on a continuous basis their own understanding of "good teaching". It is also

important to note that each faculty member brings with them their own values and beliefs

to the workshop. Avalos (2011) indicated that an educators' attitudes and prior beliefs

may either support or hinder their ability to implement the teaching strategies that are

being presented and taught.

Adult learning theories have been used to describe how adult learners perceive

learning. These theories range from the humanist, behaviorist, and constructivist to

mention only a few that can be incorporated when building a faculty professional

development workshop. The theories of Mezirow and Knowles can be incorporated in the

development of a workshop. In his theory of transformative learning, Mezirow describes

how the adult is able to understand what is learned from an experience and utilize the

experience as a means of improving their skills. According to Mezirow (2003),

transformative learning is the learning that changes a persons' frame of reference, such as

a set of fixed assumptions and expectations and then making these frames more open to

change. Transformative learning theories have also been used to demonstrate the importance of critical reflection in understanding reasons and methods (Kitchenham, 2010).

The second learning theory is that of Malcolm Knowles, who points out the assumptions of the adults learning needs. The adult learner needs to understand why the project or objective is important before they are able to fully engage in the learning process (Knowles, Holton, & Swanson, 2011). An additional theory of adult learning is that of the development theory and constructivist perspective. According to Smith, Witt, Klaassen, Zimmerman and Chang (2012), active learning experiences aid the learner to utilize their past knowledge and experiences and gain new meaning from the constructed experience.

Seminars and Workshops for Professional Development

Role development is a major element of faculty development for nursing programs (Sebastian, Delaney, 2013). By ensuring that all faculty, to include both new faculty and seasoned faculty, have the opportunity to transition into the role or build a current role as nursing faculty is imperative to student success. Utilizing student engagement in order to enhance student learning is the foundation of many education seminars that are implemented in order to offer faculty the opportunity to learn to improve instruction (Ebert-May et al., 2011). It is important to take into account the best method to incorporate when designing a seminar or workshop for professional development based on the needs of the participants. Jeffery, Longo, and Nienaber (2016)

identified the need to begin the process of developing an activity first with identifying the learning needs of the participants.

Participation in professional development sessions promotes the enhancement of self-awareness by the participant and allows faculty to focus on their individual teaching methods and evaluation (Jetha, Boschma, & Clauson, 2016). Delihlazo (2015) emphasized the importance of keeping the presentation interesting in order to effectively communicate with the intended audience, leaving the audience wanting more. Studies have demonstrated an impact of professional development on faculty's knowledge and practice (Avalos, 2011). Allowing time for faculty to engage in quality and informative professional development workshops also provides them with time to demonstrate an increased level of confidence in the newly gained knowledge and implementation into their practice.

Effective tools for enhancing educators' teaching success have been demonstrated through the use of professional development (Polly & Hannafin, 2011). In order to achieve improved outcomes for students, it would be equally important for faculty to be provided with the knowledge and skills necessary to achieve this goal. Loyd et al. (2014) noted that learning takes place through engagement in workplace activities and suggested that this promotes the development of skills and knowledge ranging from specific to organizational. Participation in professional development should provide faculty with guidance into new both intellectual and social community of similar faculty members that also share a passion for education (O'Sullivan & Irby, 2011).

Implementation

The implementation of this project will begin with presenting both the project and the results to faculty and administration of the nursing program. The project and results will be presented in a clear, concise and professional manner during the seminar. The data will be presented to explain the rationale for the project so that the key stakeholders will see the benefits of the project. In order to receive buy-in from the key stakeholders, it is important that I explain the expectations of the project and the findings. The project will be conducted in a three-day professional development workshop, scheduled in conjunction with a faculty development meeting with nursing faculty and the director or the nursing program. A formal proposal of the project will be provided to the director of nursing of the nursing program, requesting permission to conduct the workshop during a faculty development meeting. After permission is granted I will then begin the process of implementing the workshop. I will provide the nursing faculty and director of the nursing program with an outline of the agenda for the three days, along with handouts for the workshop. The anticipated time frame in which the workshop will take place will be during the fall faculty contract days prior to the beginning of classes.

The goals of this professional development workshop are to present recommendations for improvement of the resources provided for the nursing students, develop a means to potentially reduce the increased stress the nursing students may experience, and reflect on newly acquired tools and skills by the faculty that will enhance student success. These goals will be accomplished by increasing the awareness of nursing faculty of the lived experiences of nursing students enrolled in the associated degree

nursing program. These experiences have both enhanced and hindered their success in the nursing courses and completion of the required coursework. A second goal of the workshop is to provide opportunities for the nursing faculty to gain new knowledge and skills that they can apply in their work with both current and future nursing students. To accomplish these goals, I will present short lectures along with interactive activities that are directed at engaging the faculty in the content presented. Appendix A includes the agenda for the workshop for the faculty development. I will use both PowerPoint presentation and interactive discussions to help guide the workshop.

Potential Resources and Existing Supports

The college administration, director of nursing, and nursing faculty have each expressed support of the project since the start of my study and this support has been continued throughout the process. The director of nursing along with nursing faculty have expressed interest in the project and the potential impact the findings might have for the students enrolled in the nursing program, along with suggestions and ideas that will be shared for professional development and improvement. Limited resources will be needed to complete the faculty development project. Resources that will be needed include classroom accommodations, computer, projector, and presentation materials/handouts.

Potential Barriers

Because of the outstanding amount of support provided from all involved the potential barriers or limitations are few. A potential barrier that could be encountered during the planning of the workshop would be that of a time limitation. Even though nursing administration supports this professional development, the time commitment for

attendance, along with the timing at the beginning of the academic year could lessen the effectiveness of the workshop. As the beginning of each semester is packed with other required workshops and last minute classroom and course updates, this time conflict could lead to some resistance from the nursing faculty.

Proposal for Implementation and Timetable

I plan to discuss the possibility of completing the workshop with the director of nursing regarding options for scheduling of the workshop. This discussion would take place in June in order to allow for adequate time to prepare materials and secure a classroom. The implementation of the workshop will be planned following the completion of my doctoral program. My goal for completion of the workshop will be by the end of August 2016. The information provided will hopefully engage nursing faculty with a more robust understanding and knowledge of the experiences of the nursing students. With this knowledge, they would be more aware of the situations that are presented during the workshop and be able to provide interventions that will lead to student success.

Roles and Responsibilities of Student and Others

My primary role is that of the researcher of the project study and I will coordinate the faculty development workshop. It is of utmost importance that I am prepared not only to present the material with the findings of the study but also ensuring that I have all of the necessary materials for the workshop prepared and organized, ensuring that the room reservations are secured at least one month in advance. In preparation, I will also need to ensure that I take into consideration the needs of the participants of the workshop.

Planning for adequate break times and allocating time for discussion of topics presented without the feeling of being rushed or hurried. The responsibility of the participants will be to be actively engaged in the workshop along with engaging in spirited discussions as they related to the project.

Project Evaluation

A project evaluation is a crucial and important part of the program which helps to assure effectiveness. The evaluation also helps determine whether a program has been effective or not along with assisting in drawing conclusions related to improvements in the program (Caffarella, 2010). In order to evaluate if the workshop was a success, I will need to evaluate if the objectives of the workshop were met using a summative means of evaluation. A summative assessment to measure the success of the workshop will be completed through a meaningful evaluation which will be completed by the participants at the conclusion of the workshop. The attainment of the learning objectives of the workshop will be assessed through the use of the workshop evaluation, located in Appendix A. Included in the evaluation is a request for participants to explain what they found most and least useful in the workshop along with recommendations for improvements. The evaluation, which the participants will be requested to complete the end of the workshop, includes a 4-point Likert-style scoring system in which the participants will rate the effectiveness of the workshop in meeting the learning objectives. The evaluation is based upon the participants' perceptions that the outcomes of the workshop were met.

Implications Including Social Change

Local Community

This research study holds many possibilities for social change. Many nursing

schools continue to struggle with an increased rate of student attrition and retention. This

project provides insight and recommendations for students and faculty to use and offers

the possibility of increased retention and success at the research institution. By increasing

the retention rate and ultimately increasing the number of students completing the nursing

program, more local graduates will have the opportunity to take the NCLEX-RN. The

project could have lasting social implications locally by boosting the number of qualified

RNs entering the workforce. There is also the potential of changing the local society one

life at a time.

Far-Reaching

Thus, through the sharing of the findings to both prospective and current nursing

students, along with nursing faculty, may have a much better understanding of what

nursing students experience. The negative effects of the academic failure of nursing

student can be traced back to a variety of reasons; social, institutional and individual

levels (Dante, Fabris, & Palese, 2013). According to Peterson (2009), each nursing

student that is unsuccessful decreases the number of nursing graduates entering the

workforce. By increasing the number of nursing graduates the nursing shortage could be

eased.

As a positive approach to faculty development, the project could be presented to

other nursing program faculty members, thus having the potential to incorporate a new

and enhanced understanding of the nursing students' experiences. This too would have the potential to enhance the nursing faculty's' teaching and mentoring strategies geared toward student success.

Conclusion

In Section 3, I provided a description and goals of the faculty development workshop. In this section the rationale which was supported by current literature review for the proposed workshop, along with the plan for implantation and support and potential barriers. The course of the evaluation was discussed which will include summative feedback from the participants. The implications for social change were described that are intended to be achieved through the completion of the workshop. In Section 4 I will present the strengths, weakness, along with limitations of my project. I will plan to address means in which these can be addressed. I will complete this section with a summary of what I gained from the experience.

Section 4: Reflections and Conclusions

Introduction

This project study was guided by a heightened concern about the increasingly high level of nursing student attrition rates and the perceptions of the nursing students as to causes of success or failure (director of nursing, personal communication, August 26, 2013). As pointed out by Donnell (2015), student attrition is a major focus for students and nursing faculty. Although some of the factors presented by the participants, such as the effects of negative peers and stress, initially seemed apparent, overall I found their input enlightening as I was reviewed the findings. Through qualitative analysis I was able to uncover information with which to create a professional development workshop for nursing faculty to: (a) increase knowledge of factors that contribute to nursing student success or failure, (b) identify factors that faculty can implement that can contribute to nursing student success, (c) introduce practices to reduce student stress, such as life skills and methods of coping, and (d) develop recommendations to be used locally. In this section, I will discuss the strengths of this project along with its limitations and possible remediation of those limitations, and provide an analysis of what was gained in the process of the study and for myself as a scholar, practitioner, and project developer.

Project Strengths

Following the research study that I conducted regarding the perceptions of nursing students as to the factors that they felt led to their success or failure of nursing courses, I developed a 3-day professional development workshop to accomplish the following outcomes: (a) present recommendations for improvement of the resources

provided for the nursing program students, (b) provide a description of a means to potentially reduce the stress of the nursing program, (c) reflect on life skills and methods of coping with the added stressors inherent to enrollment in the nursing program, and (d) increase knowledge of factors that contribute to nursing student success or failure. One strength of this project is its support for life-long learning for nursing faculty. Another strength of the program is the level of commitment the administration, director of nursing, faculty, and other stakeholders have demonstrated to it. This was evidenced through the support provided from the beginning of the research study through the development of the program.

The interactive design of the workshop takes into account what each nursing faculty member brings with them, their own personal and professional experiences. The interactive design also incorporates the ideas generated by group projects and reflective opportunities. Galbraith (2004) pointed out that when working with adults, "the purpose of teaching is to facilitate their personal growth and development that will also impact the professional, social, and even political qualities of the learner" (p.3). The program was able to provide the data analysis of the research project, the perceptions of nursing students of what they felt contributed to their success or failure of nursing courses. Building upon the data analysis, the outline of the program allows for both individual and group discussion regarding current teaching methods along with learning activities. The discussions and learning activities are active and reflective; these allow the participants to be both the learner and the expert, which engages the variety of learning styles and enhances their professional skills.

Another strength of the program is the evaluation of the program by the participants. To ensure the outcomes of the program are met, the participants are given the opportunity to complete a summative evaluation at the completion of the workshop (Appendix A). The participatory-oriented evaluation is focused on those who participated in the program (Spaulding, 2008). The program was also developed with the intention of being a complete package for others to use. The evaluation process is incorporated in order to make improvements with each presentation.

Recommendations for Remediation of Limitations

The intent of the 3-day faculty development workshop project is multilayered: first, to present to nursing faculty the data analysis of the research project; second, to engage nursing faculty in a discussion regarding current teaching practices; and third, to introduce new teaching tools that each nursing faculty member can add to their teaching toolkit. This project was anticipated to have a positive impact for helping with nursing student success and ultimately also increasing nursing student retention. A limitation of the project is that it only addresses the perceptions of a small participant pool and is therefore not all-inclusive of possibilities and implementation of ideas or methods.

A second limitation of the project is the time in which it is scheduled for delivery. The scheduled time for the presentation is during orientation week for the college, which presents for a very busy time for faculty. Because this is a busy time for the faculty, they are likely to be preoccupied with course planning and not be fully engaged in the workshop. According to O'Shea (2002), when planning a program, it is essential to

determine the best date and time, taking into consideration other events that may be taking place.

Recommendations for the project would include completing an assessment of participants current teaching methods and interests so that the program would be more directed and geared towards their current practice. This would also allow the presenter the ability to present new information to the group as well. The second limitation could be addressed by polling the participants for a more convenient and conducive time for the workshop, one that would be less busy and hectic, allowing for more interaction and participation.

Scholarship

Scholarship is an important aspect of every nurse's professional development; for me, this project has allowed for a new direction of scholarship. The inquiry of learning is an ever-changing and ongoing process that engages the learner in increased levels of critical thinking. Scholarship is essential in nursing education, especially in the educator's role, because nurse-educators needs to expand their knowledge about student learning along with identifying best practices that assist in promoting their learning and development (Oermann, 2014). This is a concept that I have been able to appreciate much more having completed the research and project, that life-long learning is important in the education profession.

I also found that when I now review research topics, I have a newly found level of respect and understanding of what not only the research process is but also the meaning of the data analysis and conclusions found by the researcher. I also have gained a

heightened appreciation for attention to detail and how important and necessary this is for a quality research project. It not enough to simply state an idea; the concept must also be supported by relevant data. Paying attention to detail is an area in which I continue to improve. I have had to grow into a detail-orientated person.

Project Development and Evaluation

Creation of a 3-day professional development workshop appeared, from the conceptual standpoint, to be a simple process. I found that there were many details and concepts that must be addressed if the workshop is to be considered successful. This process began with the needs assessment of the stakeholders, implementation of the research project, and then the evaluation of the data. Each area was essential to the final project to ensure that nursing faculty had the opportunity to gain quality information that could be utilized in their own professional practice. An example of this would be ensuring that the learning activities are engaging and stimulate critical thinking and are not just busy work to fill the time. To make certain that the learning activities were meaningful, I researched topics and learning tools that I would want to present to the nursing faculty through the project.

The evaluation process of this project was daunting for me; I was continually finding areas that I felt needed to be changed or updated. I finally came to the realization that the process would be never-ending. I feel this process would have been less overwhelming with more foresight. Having a better plan or organization from the beginning of a project is something I learned from the evaluation process that has been most helpful. Another insight gleaned from the evaluation process was that ways should

be sought continually to improve the project each time it is presented. The most effective professional developments, in-services, or trainings are the ones that are built upon the needs of the educators (Avalos, 2011).

Leadership and Change

In both my personal and professional lives, I find that I am frequently in a leadership role. This can be as simple as planning a family adventure or as complex as taking a lead role in preparing for an accreditation visit. The concepts that I have not only gained but also improved through the process of completing the project are amazing. Being more confident when working with my peers, students, and even administration by having a better understanding of the role that I now have as a researcher. Through the process I have also changed my perspective as both an educator and a nurse, having a more profound understanding of research and the educational possibilities they hold.

Analysis of Self as Scholar

Being a life-long learner was always impressed upon me from the time I entered nursing school. I have embraced this concept to continue to challenge myself by always wanting to improve who I am, and in doing so hopefully be able to help those around me. If one were to research the term, scholar, a variety of definitions would be found. But when thinking about the basic term of a scholar, Florence Nightingale comes to mind as the first scholar in nursing. Florence Nightingale, who was a highly esteemed and well-educated woman brought with her to nursing a vision, personal commitment, and determination to make a positive change in the health care delivery conditions during wartime while caring for the wounded soldiers (Conard & Pape, 2014). I also feel that

having a vision, personal commitment, and determination has assisted me with making a change that can occur through such scholarly energies. As I have advanced through the process of completing the research project, along with the rigors that were required, I have realized the importance of each step.

Analysis of Self as Practitioner

As a nurse educator, I feel this role is ever more important, as I am able to help others to gain the knowledge and skills necessary to reach their goals and dreams. I reflect back to when I was the nursing student and then the nurse, wanting to make a change for not only myself but those around me. Through this process I was able to empathize with my students, knowing and remembering what they are possibly feeling while trying to fulfill a dream. Through the research that I conducted the literature review and the research project, I was better able to communicate, not only with my peers but also the students as to what changes could be made and means in which these could be accomplished. While completing my previous degrees I did not have as much experience with conducting research, though I had reviewed and utilized research information. Walden's principles that I learned while in the program truly did allow me to exemplify the knowledge that I gained as well as transfer that knowledge to others areas of my professional world.

Analysis of Self as Project Developer

The idea of earning the title of a project developer is interesting. I had not thought of myself as gaining the title, even as a nursing faculty it would seem that is something I have done for a number of years. Although, being a project developer is truly different

from the role of a nursing faculty member. I feel that I am an average planner and have creative ideas, but where I found a weakness of each area was in the follow-through and completion. I have not always been able to make my ideas come to life and put the creative flair on the concept that I would have wanted. Now after completing my project I feel that I have moved beyond that starting point and can develop those skills even more. This is through the guidance and experience of those who have helped me along the way. A second point that I have gained through the experience is that of patience, learning that all things happen in due time. Learning from my mistakes and becoming a better educator because of those mistakes and learning opportunities.

The Project's Potential Impact on Social Change

The project that I had the opportunity to complete has been an area that has caused me concern for a number of years. Working with nursing students, who are trying so desperately to fulfill their goals and dreams, to have them lost or delayed because of not being successful in the nursing course, was troubling to me. In this project, I had the opportunity to explore potential influences on success and failure. It is through this experience that I have gained the insight to not only help the student but also help enlighten other nursing faculty and administration to help aid the student as well.

I also reviewed literature, visited with health care administration and staff regarding the shortage of and the need for quality nurses to care for our community. It was through the experience of conducting the research project that I am able to share the data and analysis with my peers in an effort to decrease the level of nursing student attrition which then allows the possibility of an increasing the number of qualified

graduates to take the NCLEX-RN® exam and enter the health care field. The potential for

social change would result from the increased level of knowledge of nursing faculty as to

what nursing students feel contribute to their success or failure of nursing courses,

thereby allowing for changes or interventions that would aid in their success.

Implications, Applications, and Directions for Future Research

The purpose of this study was to gain an increased knowledge of the perceived

factors that influenced nursing students' success or requirement to repeat at least one

nursing course. The findings from this study allowed for the development of a

professional development workshop with the allowing for the presenting the findings of

the research, discussing new teaching ideas for the faculty's' teaching toolkit, and

encouraging an open dialog with faculty about methods to improve student success.

The professional development workshop could be presented to other associate

degree nursing programs, providing the information and opening the door for dialog

between faculty and their nursing students. This could then lead to future research and

studies regarding the perceptions of nursing students related to possible causes of success

or failure of nursing courses. By gaining an increased understanding of student

perceptions nursing faculty would have the ability to provide positive interventions.

Future research may also take the approach of the impact of the nursing students'

personal perceptions of the factors influencing their success along with the evaluation of

the interventions provided by nursing faculty.

Information gained from an in-depth review of new teaching techniques and

review of the NS3 interventions and their utilization by nursing students could be used

not only by nursing faculty and administration but also by nursing students as a means to make positive changes and improvements. The use of a mixed method study might also provide valuable data that would possibly influence proposed interventions for the success of nursing students. It is through the increased understanding of student attrition that educational institutions may increase student success.

Conclusion

The professional development workshop was designed to facilitate nursing faculty understanding related to nursing student attrition and implementation of new teaching techniques and open dialog of the use of the techniques. In this section, I had the opportunity to present the strengths of the project, limitations and recommendations for these limitations, and my own self-reflection of what I gained and how I grew personally and professionally from the experience. It is through this experience that I hope to be able to make a positive impact on student success both at the local level of the nursing program I work with but also with the societal impact of increasing the number of qualified graduates to take the NCLEX-RN® and enter the health care field, thus fulfilling their goals and dreams.

References

Abele, C., Penprase, B., & Ternes, R. (2013). A closer look at academic probation and attrition: What courses are predictive of nursing student success? *Nurse Education Today*, *33*(3), 258-261. doi:10.1016/j.nedt.2011.11.017

Accreditation Commission for Education in Nursing. (2015). Glossary. *ACEN Accreditation Manual*. Retrieved from www.acenursing.net/manuals/Glossary.pdf

American Association of Colleges of Nursing (2011). *Nursing shortage fact sheets*. Retrieved from http://www.aacn.nche.edu/media-relations/fact-sheets/nursing-shortage

American Association of Colleges of Nursing (2014). *Nursing shortage fact sheet*. Retrieved from http://www.aacn.nche.edu/media-relations/NrsgShortageFS.pdf

Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. *Teaching and Teacher Education, 27*(1), 10-20. doi:10.1016/j.tate.2010.08.007

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, *13*(4), 544-559.

Behar-Horenstein, L. S., Garvan, C. W., Catalanotto, F. A., Yu, S., & Xiaoying, F. (2016). Assessing faculty development needs among Florida's allied dental faculty. *Journal of Dental Hygiene*, *90*(1), 52-59

Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Arlington, VA. International Society for Technology in Education.

Bigbee, J., & Mixon, D. (2014). Recruitment and retention of rural nursing students: A retrospective study. *Rural & Remote Health*, *14*(1), 1-10.

Bland, M., & Gallagher, P. (2009). The impact of a change to assessment policy on students from a New Zealand school of nursing. *Nurse Education Today*, *29*(7), 722-730. doi:10.1016/j.nedt.2009.02.015

Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods* (5th ed.). Boston, MA: Allyn & Bacon.

Briggs, C. (May, 2010). Nursing student support groups ease stress. *American Nurse Today*, *5*(5), 46-48. Retrieved from https://www.americannursetoday.com/nursing-student-support-group-eases-stress/

Bryer, J. (2012). Peer tutoring program for academic success of returning nursing students. *Journal of the New York State Nurses Association*, *43*(1), 20-22.

Budden, J. S., Zhong, E. H., Moulton, P., & Cimiotti, J. P. (2013). Highlights of the national workforce survey of registered nurses. *Journal of Nursing Regulation*, *4*(2), 5-14

Buerhaus, P. I., Staiger, D. O., & Auerbach, D. I. (2009). *The future of the nursing workforce in the United States: Data, trends, and implications.* Sudbury, MA: Jones and Bartlett Publishers.

Bureau of Labor Statistics, U.S. Department of Labor, (2015). Healthcare Occupations, Registered Nurses. In *Occupational Outlook Handbook* (2016-17 ed.). Washington, DC: Author. Retrieved from http://www.bls.gov/ooh/healthcare/registered-nurses.htm

Burke, M. A., & Sass, T. R. (2013). Classroom Peer Effects and Student Achievement. *Journal of Labor Economics*, *31*(1), 51-82.

Caffarella, R. S. (2010). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers* (2nd ed.). Hoboken, NJ: Jossey-Bass.

Carrick, J. (2011). Student achievement and NCLEX-RN® success: Problems that persist. *Nursing Education Perspectives*, *32*(2), 78-83. doi:10.5480/1536-502632.2.78

Chan, S. (2010). Applications of andragogy in multi-disciplined teaching and learning. *Journal of Adult Education, 39*(2), 25-35

Christopher, S., Dunnagan, T., Duncan, S.F., &, Paul, L. (April, 2001). Education for self-support: Evaluation outcomes using transformative learning theory. *Family Relations, 50*(2), 134-142

Colorado Rural Health Center (2014). *Colorado: County designations, 2014*. Retrieved from https://coruralhealth.org/wp-content/uploads/2013/10/2014.Colorado-County-Designations.pdf

Colorado State Board of Nursing Education resources (2015) NCLEX-RN pass rates. Associate. Retrieved from https://drive.google.com/file/d/0BzKoVwvexVATYS1EUmFjcGQ0U1U/view

Colorado Trust (2012). *Solving Colorado's shortage of healthcare professionals: final evaluation and recommendations*. Retrieved from http://www.coloradotrust.org/attachments/0000/9355/COT_HealthProf09_web2.pdf

Conard, P. L., & Pape, T. (2014). Roles and responsibilities of the nursing scholar.

Pediatric Nursing, *40*(2), 87-90.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. (Laureate Education, Inc., custom ed.). Boston, MA: Pearson Learning Solutions.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. (Laureate Education, Inc., custom ed.). Boston, MA: Pearson Learning Solutions.

Creswell, J.W. (2013). *Qualitative inquiry and research design: Choosing among five approaches.* Thousand Oaks, CA: Sage Publications, Inc.

Crouch, S. J. (2015). Predicting success in nursing programs. *Journal of College Teaching and Learning*, *12*(1), 45-54.

Dante, A., Fabris, S., & Palese, A. (2013). Time-to-event analysis of individual variables associated with nursing students' academic failure: A longitudinal study. *Advances in Health Sciences Education*, *18*(5), 1047-1065. doi:10.1007/s10459-013-9448-6

Dapremont, J. A. (2014). Black nursing students: Strategies for academic success. *Nursing Education Perspectives*, *35*(3), 157-161. doi:10.5480/11-563.1

Davis, S., McKenzie, J.R., Baldwin, S., Mata, H., Capwell, E., Seahert, D.M., . . . Burak, L. (2012). Professional development through planning for and/or participating in an accreditation/approval review. *Health Promotion Practice,* 13(5), 591-598. doi:10.1177/1524839912447192

Della Ratta, C. B. (2015). Flipping the classroom with team-based learning in

   undergraduate nursing education. *Nurse Educator*, *40*(2), 71-74 4p.

   doi:10.1097/NNE.0000000000000112

Delihlazo, S. (2015). Wits hosts seminar on exploring different approach to nursing

   education. *Nursing Update*, *40*(3), 37-37.

.

Dirkx, J. M. (2012). Self-formation and transformative learning: A response to "Calling

   transformative learning into question—Some mutinous thoughts," by Michael

   Newman. *Adult Education Quarterly: A Journal of Research and Theory*, *62*(4),

   399-405. doi:10.1177/0741713612456420

Doody, O., & Noonan, M. (2013). Preparing and conducting interviews to collect data.

   Nurse Researcher, *20*(5), 28-32.

Donnell, W.M. (2015). A correlational study of a reading comprehension program and

   attrition rates of ESL nursing students in Texas. *Nursing Education Perspectives*,

   36 (1), 16-21. doi:10.5480/13-1212

Doss-McQuitty, S. J. (2016). President-elect message. Professional development: It is our

   responsibility. *Nephrology Nursing Journal*, *43*(2), 97-98.

Dotson, M. J., Dave, D. S., & Cazier, J. A. (2012). Addressing the nursing shortage: A

   critical health care issue. *Health Marketing Quarterly, 29*, 311–328.

   doi:10.1080/07359683.2012.732861

Ebastian, J. G. & White D. C. (2013). Doctor of nursing practice programs: Opportunities

   for faculty development. *Journal of Nursing Education, 52*(8), 453-461.

doi:http://dx.doi.org/10.3928/01484834-20130722-02

Ebert-May, D., Derting, T.L., Hodder, J., Momsen, J.L., Long, T.M., & Jardeleza, S.E. (2011). What we say is not what we do: Effective evaluation of faculty professional development programs. *BioScience*, *61*(7) 550 – 558. Retrieved from http://bioscience.oxfordjournals.org/

Egenes, K. J. (2012). The nursing shortage in the U.S.: A historical perspective. *Chart*, *110*(4), 18-22.

Ekowo, M., & Walizer, L. (2015, October 9). NCES releases new data on today's nontraditional students. Retrieved from http://www.clasp.org/issues/postsecondary/in-focus/nces-releases-new-data-on-todays-nontraditional-students

Erickson, A. S. G., Noonan, P. M., & McCall, Z. (2012). Effectiveness of online professional development for rural special educators. *Rural Special Education Quarterly, 31*(1), 22-32.

Ferrell, D. K., & DeCrane, S. K. (2016). S.O.S. Students' optimal success: A model for institutional action to support minority nursing students. *Journal of Cultural Diversity*, *23*(2), 39-45 7p.

Fontaine, K (2014) Effects of a retention intervention program for associate degree nursing students. *Nursing Education Perspectives*: 35(2), 94-99. doi:http://dx.doi.org/10.5480/12-815.1

Galbraith, M.W. (2004). *Adult learning methods: A guide for effective instruction*. Malabar, FL: Krieger Publishing Company.

Gilmore, M. (2008). Predictors of success in associate degree nursing programs. *Teaching and Learning in Nursing, 3*(4), 121-124.

Graham, L., West, C., & Bauer, D. (2014). Teaching exchange. Faculty development focused on team-based collaborative care. *Education for Primary Care*, *25*(4), 227-229 3p

Harris, R. C., Rosenberg, L., & Grace O'Rourke, M. E. (2014). Addressing the challenges of nursing student attrition. *Journal of Nursing Education*, *53*(1), 31-37.

Harrington, S. A., Vanden Bosch, M., Schoofs, N., Beel-Bates, C., & Anderson, K. (2015). Quantitative outcomes for nursing students in a flipped classroom. *Nursing Education Perspectives*, *36*(3), 179-181 3p. doi:10.5480/13-1255

Health Resources and Services Administration, U. S. Department of Health and Human Services (2014). *Distribution of U.S. health care providers residing in rural and urban areas.* Retrieved from http://bhpr.hrsa.gov/healthworkforce/supplydemand/nchwafactsheet.pdf

Houghton, C., Casey, D., Shaw, D., & Murphy, K. (2013). Rigour in qualitative case-study research. *Nurse Researcher*, *20*(4), 12-17.

Jackson, D., Power, T., Sherwood, J., & Geia, L. (2013). Amazingly resilient indigenous people! Using transformative learning to facilitate positive student engagement with sensitive material. *Contemporary Nurse: A Journal for the Australian Nursing Profession, 46*(1), 105-12.

Jeffery, A. D., Longo, M. A., & Nienaber, A. (2016). Implementing professional development activities. In *Staff Educator's Guide to Professional Development:*

Assessing and Enhancing Nurse Competency. *Reflections on Nursing Leadership*, *42*(1), 1-13.

Jetha, F., Boschma, G., & Clauson, M. (2016). Professional development needs of novice nursing clinical teachers: A rapid evidence assessment. *International Journal of Nursing Education Scholarship*, *13*(1), -1-10p. doi:10.1515/ijnes-2015-0031

Johnson, A., Hong, H., Groth, M., & Parker, S. K. (2011). Learning and development: promoting nurses' performance and work attitudes. *Journal of Advanced Nursing*, *67*(3), 609-620 12p. doi:10.1111/j.1365-2648.2010.05487.x

Jones, M. (2009). Transformational learners: Transformational teachers. *Australian Journal of Teacher Education*, *34*(2), 15-27.

Kitchenham, A. (2010). The evolution of John Mezirow's transformative learning theory. *Journal of Transformative Education*, *6*(2), 104-123. doi:10.1177/1541344608322678

Khogali, S. E. (2013). Team-based learning: A practical guide: Guide supplement 65.1 - Viewpoint1. *Medical Teacher*, *35*(2), 163-165 3p. doi:10.3109/0142159X.2013.759199

Klassen, A., Creswell, J., Plano Clark, V., Smith, K., & Meissner, H. (2012). Best practices in mixed methods for quality of life research. *Quality Of Life Research*, *21*(3), 377-380. doi:10.1007/s11136-012-0122-x

Klaassen, J., Smith, K. V., & Witt, J. (2011). The new nexus: Legal concept instruction to nursing students, teaching-learning frameworks, and high fidelity human simulation. *Journal of Nursing Law, 14*(3-4), 85-90. doi:10.1891/1073-

7472.14.3.4.85

Knowles, M., Holton, E., & Swanson, R. (2001). *The adult learner: The definitive classic in adult education and human resource development.* Burlington, MA: Elsevier Inc.

Leedy, P.E., & Ormrod, J.E. (2010). *Practical research: Planning and design* (9th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Levin, H. M., & Calcagno, J. C. (2008). Remediation in the community college: An evaluator's perspective. *Community College Review, 35*(3), 181- 207. doi:10.1177/0091552107310118

Lewallen, L. P., & DeBrew, J. K. (2012). Successful and unsuccessful clinical nursing students. *Journal of Nursing Education, 51*(7), 389-395. doi:http://dx.doi.org/10.3928/01484834-20120427-01

MacLean, L., Hassmiller, S., Shaffer, F., Rohrbaugh, K., Collier, T., & Fairman, J. (2014). Scale, causes, and implications of the primary care nursing shortage. *Annual Review, Public Health, 35*, 443-457. doi:10.1146/annurev-publhealth-032013-182508

MADDraw. (2012, May 27). The flipped classroom model. [Video File]. Retrieved from https://www.youtube.com/watch?v=ojiebVw8O0g

Malik, S.K., Nasim, U., & Tabassum, F. (2015). Perceived effectiveness of professional development programs of teachers at higher education level. *Journal of Education and Practice*, *6*(13), 169- 181

Masunaga, H., & Hitchcock, M. (2011). Aligning teaching practices with an

understanding of quality teaching: A faculty development agenda. *Medical Teacher*, *33*(2), 124-130.

Mecca, J. (2010). *Case study of supervising a student teacher: Its impact on the cooperating teacher's professional development* (Doctoral dissertation*)* Retrieved from ProQuest Central; ProQuest Dissertations & Theses Global. (816838064). (Order No. 3436224).

Mezirow, J. (1998). On critical reflection. *Adult Education Quarterly*, *48*(3), 185-98.

Mezirow, J. (2003). Transformative learning as discourse. *Theory to practice. Journal of Transformative Education*, *1*, 58- 63

McCusker, K., & Gunaydin, S. (2015). Research using qualitative, quantitative or mixed methods and choice based on the research. *Perfusion*, *30*(7), 537-542. doi:10.1177/0267659114559116

McGahee, T. W., Gramling, L., & Reid, T. F. (2010). NCLEX-RN[®] success: are there predictors. *Southern Online Journal of Nursing Research*, *10*(4), 208-221.

McEnroe-Petitte, D. M. (2011). Impact of faculty caring on student retention and success. *Teaching & Learning in Nursing*, *6*(2), 80-83. doi:10.1016/j.teln.2010.12.005

Merriam, S. B. (2009*). Qualitative research: A guide to design and implementation.* San Francisco, CA: Jossey-Bass.

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide.* (3rd ed.). San Francisco: Jossey-Bass.

Mizell, H. (2010). *Why professional development matters*. Retrieved from https://learningforward.org/docs/pdf/why_pd_matters_web.pdf?sfvrsn=0

Nandeshwar, A., Menzies, T., & Nelson, A. (2011). Learning patterns of university

student retention. *Expert Systems with Applications*, *38*, 14984-14996.

DOI:10.1016/j.eswa.2011.05.048

National Council of State Boards of Nursing (2014a). *Educational programs*. Retrieved

from https://www.ncsbn.org/Educational_Programs_Entry_into_Practice.pdf

National Council of State Boards of Nursing (2014b). *Exam statistics and publications*.

[Data file]. Retrieved from https://www.ncsbn.org/1232.htm

National League for Nursing. (2010). *2010 NLN nurse educator shortage fact sheet*.

Retrieved from www.nln.org/governmentaffairs/pdf/nursefacultyshortage.pdf

National League for Nursing (2011). *Retention rates in RN programs*. Retrieved from

http://www.nln.org/research/slides/topic_retention_rn.htm

Niagara University, New York. (n.d.). How do you spend your time

https://www.niagara.edu/assets/Uploads/How-do-you-spend-your-time.pdf

Nontraditional Undergraduates / Definitions and Data. (2010). Retrieved from

https://nces.ed.gov/pubs/web/97578e.asp

O'Donnell, H. (2011). Expectations and voluntary attrition in nursing students. *Nurse

Education in Practice, 11*, 54-63. doi:10.1016/j.nepr.2010.08.002

Oermann, M.H. (2014). Defining and assessing the scholarship of teaching in nursing.

Journal of Professional Nurse, *30*(5), 370-375.

O'Shea, K.L. (2002). *Staff development nursing secrets: Questions and answers reveal

the secrets to successful staff development*. Philadelphia, PA: Hanley & Belfus,

Inc.

O'Sullivan, P.S., Irby, D. (2011). Reframing research on faculty development. *Academic Medicine*, *86*(4), 421-428. doi:10.1097/ACM.0b.13e31820dc058

Parker, B., & Myrick, F. (2010). Transformative learning as a context for human patient simulation. *Journal of Nursing Education, 49*(6): 326-32. doi:10.3928/01484834-20100224-02

Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health Services Research, 34*(5, part 2), 1189-1208.

Pennington, T., & Spurlock, D. (2010). A systematic review of the effectiveness of remediation interventions to improve NCLEX-RN pass rates. *Journal of Nursing Education, 49*(9), 485-492. http://dx.doi.org/10.3928/01484834-20100630-05

Peterson, V. (2009). Predictors of academic success in first semester baccalaureate nursing students. *Social Behavior & Personality: An International Journal*, *37*(3), 411-417. doi:10.2224/sbp.2009.37.3.411

Pitt, V., Powis, D., Levett-Jones, T., & Hunter, S. (2012). Factors influencing nursing students' academic and clinical performance and attrition: An integrative literature review. *Nurse Education Today*, *32*(8), 903-913. doi:10.1016/j.nedt.2012.04.011

Polly, D., & Hannafin, M. J. (2011). Examining how learner-centered professional development influences teachers' espoused and enacted practices. *Journal of Educational Research*, *104*(2), 120-130.

Polit, D.F. & Beck, C.T. (2013). *Essentials of nursing research: Appraising evidence for nursing practice.* Baltimore, MD: Lippincott Williams & Wilkins.

Poorman, S. G., Mastorovich, M. L., & Webb, C. A. (2011). Helping students who

struggle academically: Finding the right level of involvement and living with our

judgments. *Nursing Education Perspectives, 32*(6), 369-374

Raman, J. (2013). Nursing student success in an associate degree program. *Teaching and*

Learning in Nursing, 8, 50-58. doi:10.1016/j.teln.2012.12.001

Rees, K. L. (2013). The role of reflective practices in enabling final year nursing students

to respond to the distressing emotional challenges of nursing work. *Nurse*

Education in Practice, 13(1), 48-52.

doi:http://dx.doi.org/10.1016/j.nepr.2012.07.003

Reinhardt, A., Keller, T., Summers, L., & Schultz, P. (2012). Strategies for success:

Crisis management model for remediation of at risk students. *Journal of Nursing*

Education, 51(6), 305-311. Doi 10.3928/01484834-20120409-03

Roa, M., Shipman, D., Hooten, J., & Carter, M. (2011). The costs of NCLEX-RN[®]

failure. *Nurse Education Today*, *31*(4), 373-377. doi:10.1016/j.nedt.2010.07.009

Roh, Y. S., Lee, S. J., & Mennenga, H. (2014). Factors influencing learner satisfaction

with team-based learning among nursing students. *Nursing & Health Sciences*,

16(4), 490-497 8p. doi:10.1111/nhs.12118

Rouse, S. M., & Rooda, L. A. (2010). Factors for attrition in an accelerated baccalaureate

nursing program. *Journal of Nursing Education, 49*(6), 359-362.

http://dx.doi.org/10.3928/01484834-20100217-05

Santiago, D. A., & Andrade, S. J. (2010). *Emerging Hispanic serving institutions (HSIs):*

Serving Latino students. Washington, DC: Excelencia in Education.

Scholz, J. & Spicer, J. (2010). The nursing and health care workforce in Colorado. Driver

of prosperity or an economic roadblock? *Colorado Center for Nursing*

Excellence. Retrieved from

http://www.coloradonursingcenter.org/documents/The%20Nursing%20and%20H

ealth%20Care%20Workforce%20in%20Colorado.pdf

Schmidt, B., & MacWilliams, B. (2011). Admission criteria for undergraduate nursing

programs: A systematic review. *Nurse Educator, 36*(4), 171-174.

Sebastian, J.G., Delaney, C.W. (2013). Doctor of nursing practice programs:

Opportunities for faculty development. *Journal of Nursing Education, 52*(8) 453-

461. doi:http://dx.doi.org/10.3928/01484834-20130722-02

Sigma Theta Tau (2010). *Facts on the nursing shortage in North America*. Retrieved

from http://www.nursingsociety.org/Media/Pages/shortage.aspx

Smith, K. V., Witt, J., Klaassen, J., Zimmerman, C., & Cheng, A. (2012). High-fidelity

simulation and legal/ethical concepts: A transformation learning experience.

Nursing Ethics, 19(3), 390-398. doi:10.1177/0969733011423559

Spaulding, D.T. (2008). *Program evaluation in practice: Core concepts and examples for

discussion and analysis*. San Francisco, CA. Jossey-Bass

Staiger, D., Auerbach, D., & Buerhaus, P. (2012). Registered nurse labor supply and the

recession--are we in a bubble? *New England Journal of Medicine*, *366*(16), 1463-

1465.

Stake, R.E. (2005). *Qualitative research: Studying how things work.* New York, NY: The

Guilford Press.

Unicomb, R., Colyvas, K., Harrison, E., & Hewat, S. (2015). Assessment of reliable

change using 95% credible intervals for the differences in proportions: A

statistical analysis for case-study methodology. *Journal of Speech, Language &*

Hearing Research, *58*(3), 728-739 12p. doi:10.1044/2015_JSLHR-S-14-0158

Urwin, S., Stanley, R., Jones, M., Gallagher, A., Wainwright, P., & Perkins, A. (2010).

Understanding student nurse attrition: Learning from the literature. *Nurse*

Education Today, *30*(2), 202-207. doi:10.1016/j.nedt.2009.07.014

U.S. Department of Education (2016).Hispanic serving institutions divisions Retrieved

from https://www2.ed.gov/about/offices/list/ope/idues/hsi-eligibles-2016.pdf

Williams, M. (2010). Attrition and retention in the nursing major: understanding

persistence in beginning nursing students. *Nursing Education Perspectives*, *31*(6),

362-367. doi:10.1043/1536-5026-31.6.362

World Health Organization. (WHO). (2010). *Increasing Access to Health Workers in*

Remote and Rural Areas

Xu, Yonghong Jade (2016). Attention to retention: Exploring and addressing the needs of

college student in STEM majors. *Journal of Education and Training Studies, 4*(2),

67-76.

Yeom, Y. (2013). An investigation of predictors of NCLEX-RN® outcomes among

nursing content standardized tests. *Nurse Education Today*, *33*(12), 1523-1528.

doi:10.1016/j.nedt.2013.04.004

Yesil, P., Öztunç, G., & Eskimez, Z. (2015). Personal characteristics and styles of coping

with stress of nursing students of a university in Turkey. *Journal of Nursing*

Education and Practice, 5(5), 73. doi:http://dx.doi.org/10.5430/jnep.v5n5p73

Yin, R. K. (2014). *Case study research: Design and methods*. 5th ed. Thousand Oaks, CA: SAGE Publications, Inc.

Yoder, S. L., & Terhorst, Raymond, I.I., M.A. (2012). "Beam me up, Scotty": Designing the future of nursing professional development. *The Journal of Continuing Education in Nursing, 43*(10), 456-62. doi:http://dx.doi.org/10.3928/00220124-20120904-78

Zinn, J. L., Guglielmi, C. L., Davis, P. P., & Moses, C. (2012). Addressing the nursing shortage: The need for nurse residency programs. *AORN Journal*, *96*(6), 652-657. doi:10.1016/j.aorn.2012.09.011.

Appendix A: Professional Development Project

A 3-Day Professional Development Program

Student Success: It Takes a Village

Jodi Garcia, RN, MSN

August 2016

Overview of Program

Program Description

The project will be a 3-day professional development workshop to provide the

nursing faculty, of the associate degree nursing program, an opportunity to gain further

knowledge, skills, and assessment tools to promote student success. The project is based

on the findings of the study conducted at a rural community associate degree nursing

program which focused on nursing student success and attrition rates. The background

for the study were issues identified by nursing faculty and administration related to the

high nursing student attrition rates of the associate degree nursing program. The study

revealed that nursing students were experiencing the following: a) feelings of being over

stressed, b) the importance of self- motivation, c) being aware of the negativity of peers,

d) changes that were made by students to increase their success, and e) utilization of

available resources. The target audience for the workshop is any nursing faculty teaching

in a nursing education program.

Program Outcomes

The purpose of the 3-day faculty development workshop is to provide the nursing

faculty, of the associate degree nursing program, an opportunity to gain further

knowledge, skills, and assessment tools to promote student success. The workshop will

also provide nursing faculty with tips and techniques for changing current teaching

methods and interactions.

Program Learning Goals

Goals of the workshop include:

- increase knowledge of factors that contribute to nursing student success or failure

- identify factors that faculty can implement which can contribute to nursing student success

- introduce practices to reduce student stress, such as life skills and methods of coping

- develop recommendations to be used locally

Proposal for Implementation and Timetable

The 3-day workshop is designed to be guided by a PowerPoint presentation which will be followed by discussions and activities, including case study presentations, role-play and development of a student success tool-box. As part of the individual and group discussion that will occur throughout the 3-day workshop, the nursing faculty will be asked to present personal experiences they have encountered with student success and failure and discuss the implementation of strategies for student success. The facilitator notes will be part of the PowerPoint slide, notes section for reference and ease of updating for future presentations. A copy of the PowerPoint will be provided electronically to all registered nursing faculty, this will allow for reference and note taking. The original professional development workshop PowerPoint program will also be distributed to administration and stored in the college's nursing department internal shared drive for ease of access.

The workshop will be delivered over a three-day time period of three eight-hour sessions. There will be an anticipated attendance of 10 – 15 nursing faculty. This group

size will adequately facilitate both the individual and group activities that are planned for

the workshop. The classroom for the session will be one that is utilized for nursing

courses. This room is of adequate size to comfortably accommodate the participants.

Computer and projector are also available for the PowerPoint presentation, along with an

easel with poster paper for the group to provide presentations of group activities.

Program Agenda

Day 1

0830 0900: Registration

0900 – 1000: Welcome and introductions

1000- 1030: PPT Presentation of study and findings

1030 – 1045: Break

1045 – 1245: PPT presentation with group discussion

1245 – 1345: Lunch (on your own)

1345 – 1445: Welcome Back – discussion

1445 – 1500: Break

1500 – 1530: PPT presentation with group role-play activity

1530 – 1600: Questions for review. Wrap up

Day 2

0830 – 0900: Registration

0900 – 0930: Welcome back and recap of Day 1 content

0930 – 0945: Introduction of student success tools –

    a. current NS3 strategy – facilitated by nursing faculty, individual study session, and guided study session

    b. classroom set-up – selection of student groups

    c. course set-up – flipped classroom

0945 – 1030: Individual and group activity –

    a. discussion of methods to revitalize NS2

  b. student groups selection

  c. methods to implement the flipped classroom

1030 – 1045: Break

1045 – 1145: Individual group discussion of lessons from group activity

1145 – 1245: Lunch (on your own)

1245 – 1300: Welcome back and review of morning activities and lessons

1300 – 1400: Presentation of stress management

1400 – 1415: Break

1415 – 1515: Group role-plays of stress management interventions

1515 – 1530: Group discussion

1530 – 1600: Questions for review, evaluation forms

Day 3

0830 – 0900: Registration

0900 – 0930 Welcome back and recap of highlights of Days 1 and 2

0930 – 1030: Individual group sharing of teaching experiences

 1030 – 1045: Break

1045 – 1145: Case study

1145 – 1230: Recap of workshop content, instructions for group evaluation

1230 – 1330: Lunch (on your own)

1330 – 1530: PPT presentation with group role-play activity

   a. Working with the student who is struggling with a patient assessment skill in fundamentals of nursing

b. Working with the student who is having personal issues, working at a full-time employment, and having conflicting schedules with coursework

c. Working with the student who is struggling with negative influences from peers

1530: Workshop adjourned

PowerPoint Day 1

Day 1 Objectives:

1. Increase knowledge of factors that contribute to nursing student success or failure.

2. Discuss the role of nursing faculty in student success.

Day 1 Resources:

1. Bagels, bottled water, juice, coffee

2. Classroom with accommodations for group projects

3. Computer with projector

Day 1 Materials:

1. Presentation materials/handouts

    a. PowerPoint presentation

    b. Guiding questions for Student Interviews

2. 3x5 index cards – 5 for each faculty member

Faculty Development Workshop
Jodi Garcia, RN, MSN
2016

Student Success

it takes a village

Welcome

▶ Introduction of presenter and nursing faculty; purpose of course (enhance teacher awareness of student learning styles, provide teachers with ways to vary teaching strategies, arm teachers with methods to overcome road blocks to varied teaching)

▶ Back ground of presenter and nursing faculty

   ▶ years of nursing & nursing education experience

▶ Seminar structure, schedule, expectations of the presenter and participants

Program Description

▶ This a 3-day professional development workshop is designed to provide nursing faculty, of the associate degree nursing program, an opportunity to gain further knowledge, skills, and assessments to promote student success.

▶ The project is based upon the findings of the study conducted at a rural community associated degree nursing program which focused on nursing student success and attrition rates.

Program Outcomes

▶ The purpose of the 3-day faculty development workshop is to:

  ▶ Provide the nursing faculty, of the associate degree nursing program, an opportunity to gain further knowledge, skills, and assessments to promote student success.
  ▶ Provide nursing faculty with tips and techniques for changes of current teaching methods and interactions.

Program Learning goals

After completing this professional development workshop the participant will be able to:

- increase knowledge of factors that contribute to nursing student success or failure
- identify factors that faculty can implement which can contribute to nursing student success
- introduce methods to reduce student stress such as life skills and methods of coping
- develop recommendations to be used locally.

Facilitator notes:

1. Ask participants to write down their personal goal for the workshop

2. Ask participants to write down what they feel contribute to nursing student success and failure of nursing course work, or what the faculty have noted to contribute to student success and failure.
3. These ideas will be reviewed at the completion of Day 1

Day 1 Outcomes

▶ increase knowledge of factors that contribute to nursing student success or failure

   According to Ferrell and DeCrane (2016), increasing faculty understanding as to why students leave nursing programs will help to create an environment that will encourage engagement, foster learning, and persistence with the intention of leading successful program completion and degree attainment.

What to you feel is the role of the nursing faculty for student success?
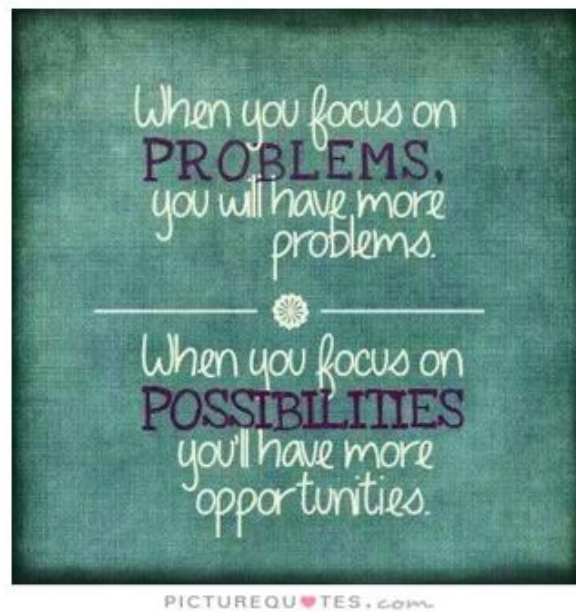
Guiding questions for student interviews

▶ Did you fail any nursing course during your nursing program? Y/N

▶ Did you graduate from the nursing program? Y/N

▶ What do you feel influenced you in a positive manner during your course work during nursing school?

▶ What do you feel influenced you in a negative manner during your course work during nursing school?

Guiding questions for student interviews – Cont.

▶ Of the influences that were negative (if any) what did you change, or would have changed?

▶ How would you describe your experience in the nursing program as a nursing student?
  ▶ What nursing courses would you describe as being "difficult" or "easy"?

▶ From your perspective, what contributed to your success or failure while completing the course work in the nursing program, for example factors, courses or individuals?

Guiding questions for student interviews – Cont.

- What do you feel contributes to or aids an ADN students' success while completing their course?
  - For example what course work, resources, or study habits did you find useful or least helpful as an aid to your success?

- When you had difficulty with a concept or content, what did you do? Whom did you consult?

- Did you utilize NS3?

Facilitator notes:
    Break for discussion of the guiding questions. How do the participants feel these would be answered by their students and alumni?

Interview question topic with Common themes identified

- Positive influences
  - instructors in the program, positive peer support, and personal commitment

- Negative influences
  - negativity of peers, stress and work load of the nursing program

- Negative influence changes
  - change peer group, remained determined
  - Maintain focus on homework and good study habits

Interview question topic with Common themes identified

- ► Overall experiences during nursing school
  - ► extremely stressful, rewarding, and meaningful

- ► Easy courses/Difficult courses
  - ► E- Pharmacology
  - ► E - Psychology
  - ► D- medical/surgical nursing
  - ► D - everything

- ►

- ► Contributions to success
  - ► age (non-traditional), close peers, instructors, specific clinical facilities, and requirement of completing over 4,000 NCLEX style questions

Interview question topic with Common themes identified

- ► Consulting resources
  - ► peers, nursing instructors, utilizing both online resources and textbooks

- ► NS3
  - ► helpful, resource was not offered during while enrolled in the nursing program, punitive and as punishment for not doing well in a course

- ► # of NS3 sessions attended
  - ► for two of the participants the NS3 session was not offered, one participant did not attend any of the offered sessions, and the remaining seven participants stated they attended as many sessions as possible

- ►

Group discussion

- ► What does this data tell you?

- ► What can we do with the information?

Facilitator notes:

1. Ask the participants to review what they each wrote at the beginning of the workshop.

   a. Factors that impact nursing student success or failure and compare to the common themes of the research study.

   b. How did their ideas compare with the findings of the research site?

   c. How were they different?

   d. What themes could be identified at your institution? Hypothetically

Personal Goals

▶ What are your personal goals for the workshop

▶ Group discussion
  ▶ review what they each wrote at the start of the workshop as to factors that impact nursing student success or failure and compare to the common themes that were identified.

Facilitator notes:

1. Ask the nursing faculty to review what they completed on Day 1 of the workshop, their personal goals for the workshop, and what they think contributes to nursing student success and failure of nursing course work, and compare their thoughts to the common themes of the research study.
2. Open discussion and dialog of each of the points faculty have addressed.

Q & a

▶ Powerful points

Facilitator notes:

1. Powerful points from nursing faculty discussion and dialog of what each felt they gained from the first day of the presentation. A summative evaluation will be completed following completion of Day 3.

PowerPoint Day 2

Day 2 Objectives:

1. Identify factors that faculty can implement which can be contributed to nursing

   student success

2. Identify methods to reduce student stress, such as life skills and methods of

   coping

Day 2 Resources:

1. Bagels, bottled water, juice, coffee

2. Classroom with accommodations for group projects

3. Computer with projector

Day 2 Materials:

1. Presentation materials/handouts

   a. PowerPoint presentation

   b. Time management table

2. 3x5 index cards – 5 for each faculty member

Faculty Development Workshop
Jodi Garcia, RN, MSN
2016

STUDENT SUCCESS

IT TAKES A VILLAGE

DAY 2

REVIEW OF DAY 1

- Questions regarding material from Day 1
 - What are your thoughts and feelings about Day1

PROGRAM LEARNING GOALS

After completing this professional development workshop the participant will be able to:

- increase knowledge of factors that contribute to nursing student success or failure
- identify factors that faculty can implement which can be contributed to nursing student success
- methods to reduce student stress, such as life skills and methods of coping
- develop recommendations to be used locally

DAY 2 OUTCOMES

- identify factors that faculty can implement which can be contributed to nursing student success
- identify methods to reduce student stress, such as life skills and methods of coping
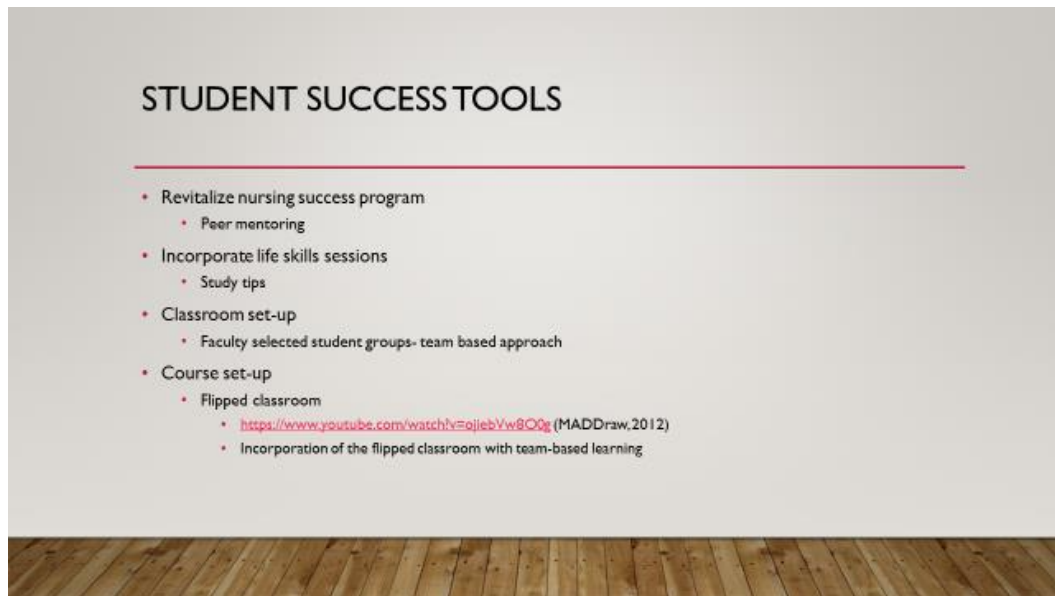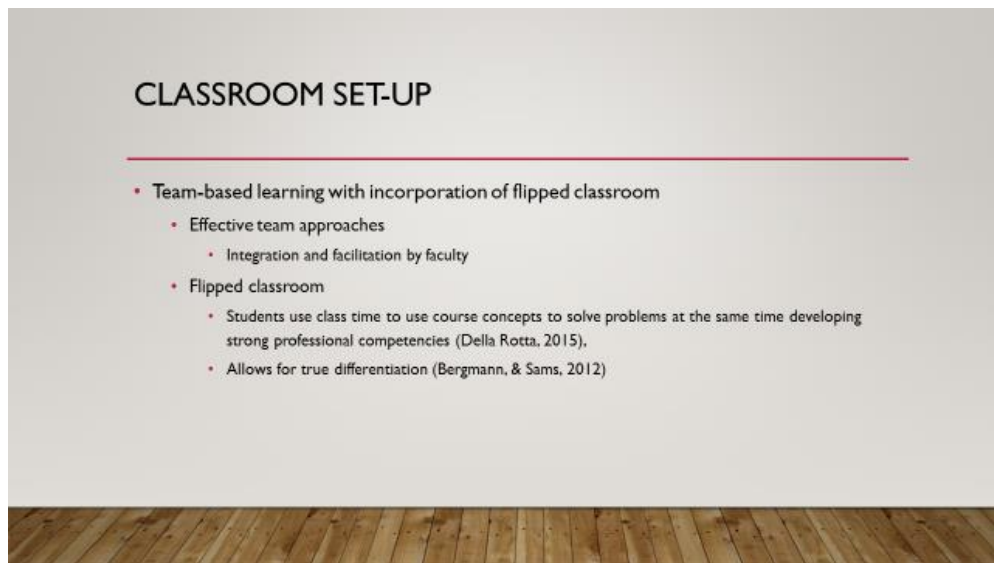
Facilitator notes:

Allow time for open discussion of each suggestion.

According to Bryer (2012), weekly peer mentoring programs, in which peer tutors meet with returning students to review course content through the use of case studies and practice questions. To be successful requires students to focus their energy, work ethic, and being focused on schoolwork is important to success (Dapremont, 2014).

Team-based learning and flipped classroom in nursing education. Khogali (2013), explain that the team-based learning approach is an active learning with small groups that allow the students an opportunity to apply their knowledge through the use of a variety of activities.
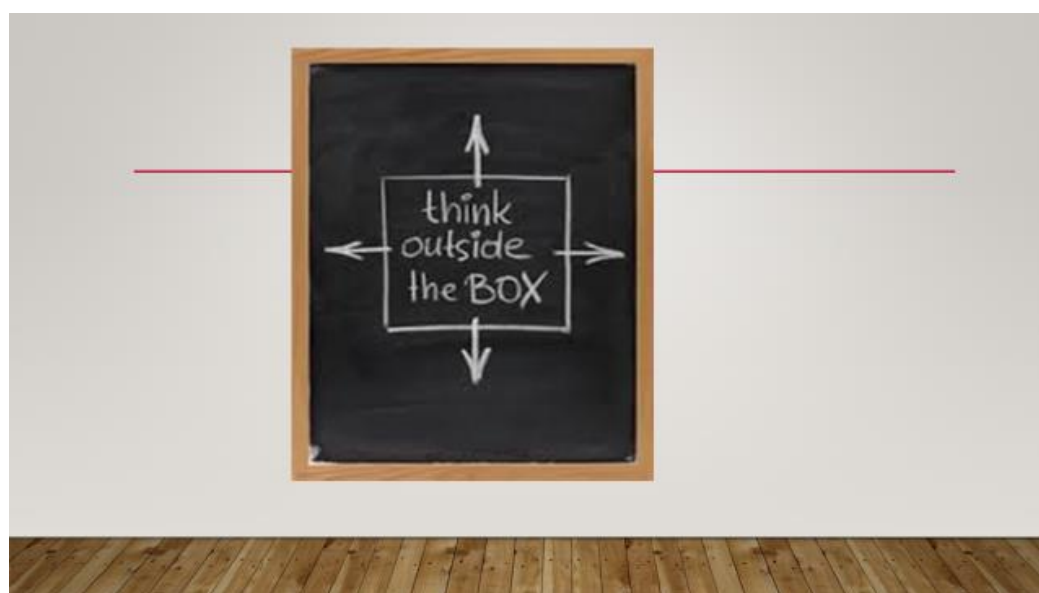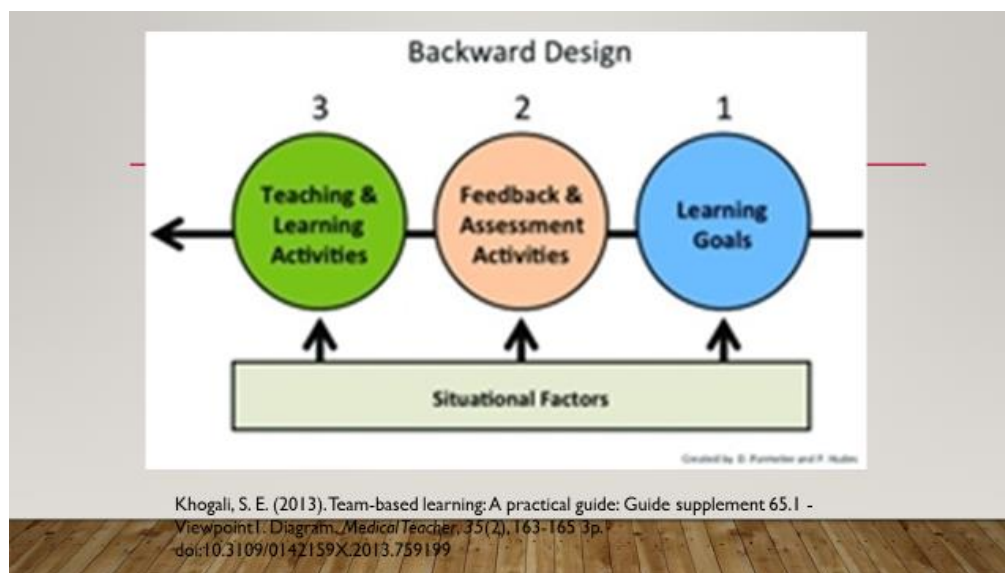
There are many studies related to the use and outcomes of incorporation of the flipped classroom. According to Harrington, Bosch, Schoofs, Beel-Bates, and Anderson

(2015) replacing the traditional lecture in class with the flipped classroom for more interactive opportunities. Students are able to view videos created by the instructor or other content outside of class time, then during class time the instructor is able to facilitate the individual needs of the student.

Facilitator notes:

According to Graham, West, and Bauer (2014), in order to have a good-quality health care the team approach is imperative. The team approach in education allows the students the opportunity to work as a team, utilizing one another's strengths, while building their weaknesses up.

Khogali, S. E. (2013). Team-based learning: A practical guide: Guide supplement 65.1 - Viewpoint1. Diagram. *Medical Teacher*, 35(2), 163-165 3p. doi:10.3109/0142159X.2013.759199

Facilitator notes:

1. Discuss topics on screen and allow for ideas to present to faculty.

THE "EXPERTS SAY"

- Complete the time management table
  - Keeping in mind what your expectations are of the student

TIME MANAGEMENT TABLE

Things I Do (the average number of hours spent each week for each activity)	Estimated weekly hours	Priority: 1-high 3-low priority
Sleep per day x 7 days		
Personal care (showers, grooming, etc.) each day x 7 days		
Meal prep & eating meals per day x 7 days		
Travel Time (be sure to include all travel such as work, school, weekends, errands, etc.) per day x 7 days		
Chores, errands, family time, etc. per day x 7 days		
Personal functions such as church, entertainment, exercise, etc... per week		
Total hours socializing (including texting, web browsing, etc.) per week		
Total hours sent in class or school per week		
Total studying hours per week		
Total working for money hours per week		
Total Number of Hours in a Week	168	
Subtotal of how you spend your time. Subtract this number from 168. Is there a large difference between your subtotal and 168? Why?		

Facilitator notes:

1. Provide each faculty member with the timetable to review

Things I Do (the average number of hours spent each week for each activity)	Estimated weekly hours	Priority 1-high 3-low priority
Sleep per day x 7 days		
Personal care (showers, grooming, etc.) each day x 7 days		
Meal prep & eating meals per day x 7 days		
Travel Time (be sure to include all travel such as work, school, weekends, errands, etc.) per day x 7 days		
Chores, errands, family time, etc. per day x 7 days		
Personal functions such as church, entertainment, exercise, etc. – per week		
Total hours socializing (including texting, web browsing, etc.) per week		
Total hours sent in class or school per week		
Total studying hours per week		
Total working for money hours per week		
Total Number of Hours in a Week	168	
Subtotal of how you spend your time. Subtract this number from 168. Is there a large difference between your subtotal and 168? Why?		

Adopted from www.niagara.edu . How do you spend your time
https://www.niagara.edu/assets/Uploads/How-do-you-spend-your-time.pdf

DISCUSSION

- What did you find most interesting when completing the time management table?

Q & A

- Of the idea course activities that were presented by your peers what new tools did you find helpful
- Did you find any new tools that you will add to your tool kit
- How will you implement stress management activity for student success
- Open forum

PowerPoint Day 3

Day 3 Objectives:

1. Introduce methods to reduce student stress, such as life skills and methods of coping

2. Develop recommendations to be used locally

Day 3 Resources:

1. Bagels, bottled water, juice, coffee

2. Classroom with accommodations for group projects

3. Computer with projector

Day 3 Materials:

1. Presentation materials/handouts

    a. PowerPoint presentation

    b. Summative Evaluation

2. 3x5 index cards – 5 for each faculty member

Faculty Development Workshop
Jodi Garcia, RN, MSN
2016

STUDENT SUCCESS

IT TAKES A VILLAGE

DAY 3

DAY 3 OUTCOMES

- INTRODUCE METHODS TO REDUCE STUDENT STRESS, SUCH AS LIFE SKILLS AND METHODS OF COPING
- DEVELOP RECOMMENDATIONS TO BE USED LOCALLY
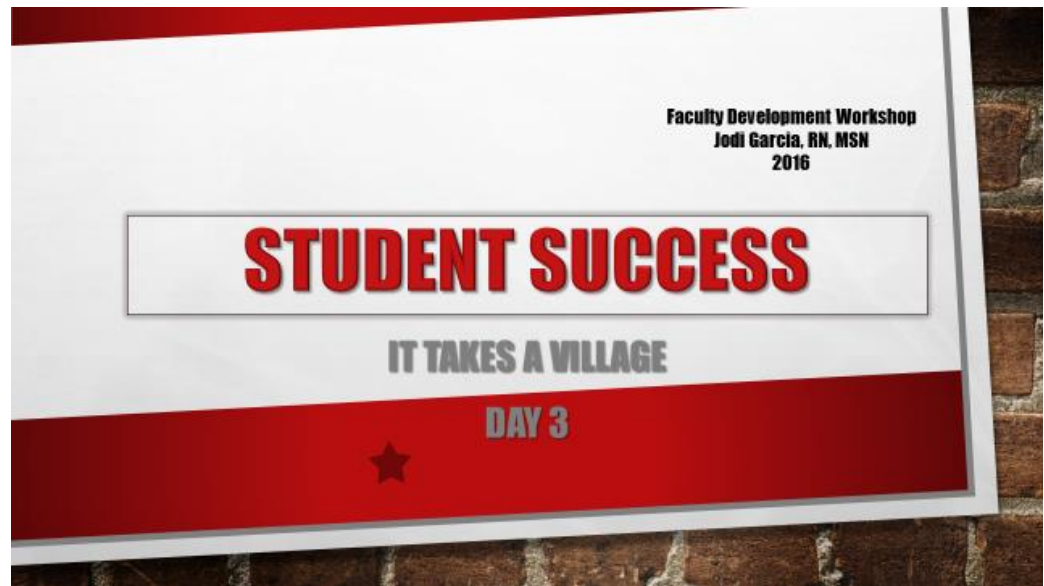
Facilitator notes:

1. Allow time for participants to reflect on activities of the previous days.
   a. Did they feel their personal goals for the workshop had been met?
   b. What new ideas or concepts have you discovered up to this point?
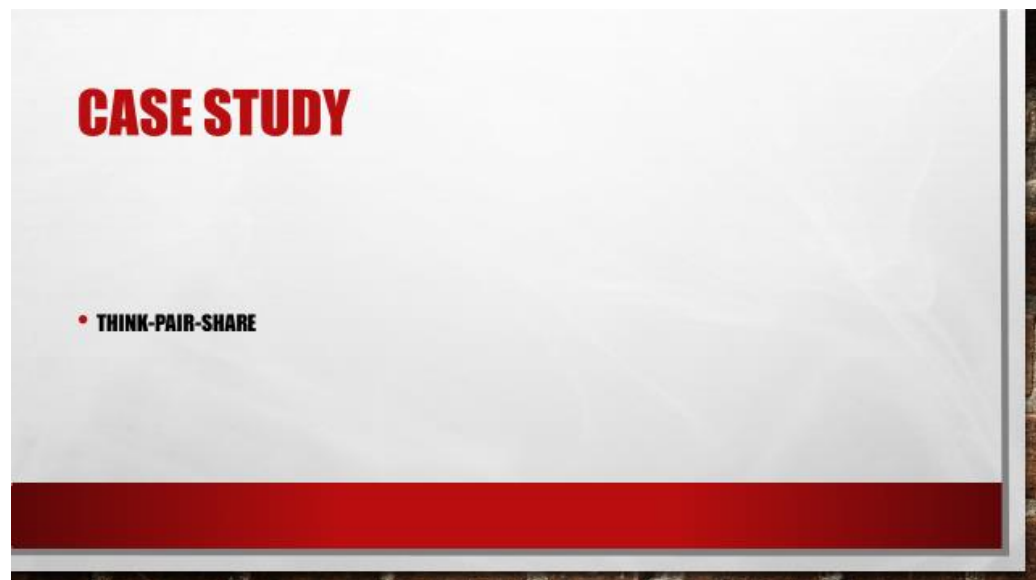
Facilitator notes:

1. Faculty will be asked to think of a situation that they encountered with a difficult student and methods utilized to assist the student with success

    a. a student who was struggling with clinical skills – patient assessment

    b. a student who is failing a nursing course

2. divide group into pairs to exchange ideas of situations

3. each group will share what tools they gained from the workshop to help the struggling student be successful

- ROLE PLAY THREE DIFFERENT SCENARIOS
  - WORKING WITH THE STUDENT WHO IS STRUGGLING WITH A TOPIC IN FUNDAMENTALS OF NURSING
  - WORKING WITH THE STUDENT WHO IS HAVING PERSONAL ISSUES THAT ARE CONFLICTING WITH COURSEWORK
  - WORKING WITH THE STUDENT WHO IS STRUGGLING WITH NEGATIVE INFLUENCES

GROUP DISCUSSION

- WHAT NEW TOOLS OR INTERVENTIONS DO YOU FEEL THAT YOU WILL IMPLEMENT THIS SEMESTER?
- HOW WILL THE TEACHING TOOLS AND STUDENT SUCCESS INTERVENTIONS BE USED LOCALLY TO IMPROVE STUDENT SUCCESS IN NURSING COURSES

REFERENCES

- BERGMANN, J., & SAMS, A. (2012). *FLIP YOUR CLASSROOM: REACH EVERY STUDENT IN EVERY CLASS EVERY DAY.* ARLINGTON, VA. INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION.

- BRYER, J. (2012). PEER TUTORING PROGRAM FOR ACADEMIC SUCCESS OF RETURNING NURSING STUDENTS. *JOURNAL OF THE NEW YORK STATE NURSES ASSOCIATION, 43*(1), 20-22 3P.

- DAPREMONT, J. A. (2014). BLACK NURSING STUDENTS: STRATEGIES FOR ACADEMIC SUCCESS. *NURSING EDUCATION PERSPECTIVES, 35*(3), 157-161 5P. DOI:10.5480/11-563.1

- DELLA RATTA, C. B. (2015). FLIPPING THE CLASSROOM WITH TEAM-BASED LEARNING IN UNDERGRADUATE NURSING EDUCATION. *NURSE EDUCATOR, 40*(2), 71-74 4P. DOI:10.1097/NNE.0000000000000112

- FERRELL, D. K., & DECRANE, S. K. (2016). S.O.S. STUDENTS' OPTIMAL SUCCESS: A MODEL FOR INSTITUTIONAL ACTION TO SUPPORT MINORITY NURSING STUDENTS. *JOURNAL OF CULTURAL DIVERSITY, 23*(2), 39-45 7P

REFERENCES CONTINUED

- HARRINGTON, S. A., VANDEN BOSCH, M., SCHOOFS, N., BEEL-BATES, C., & ANDERSON, K. (2015). QUANTITATIVE OUTCOMES FOR NURSING STUDENTS IN A FLIPPED CLASSROOM. *NURSING EDUCATION PERSPECTIVES, 36*(3), 179-181 3P. DOI:10.5480/13-1255

- KHOGALI, S. E. (2013). TEAM-BASED LEARNING: A PRACTICAL GUIDE: GUIDE SUPPLEMENT 65.1 - VIEWPOINT1. *MEDICAL TEACHER, 35*(2), 163-165 3P. DOI:10.3109/0142159X.2013.759199

- MADDRAW. (2012, MAY 27). THE FLIPPED CLASSROOM MODEL. [VIDEO FILE]. RETRIEVED FROM HTTPS://WWW.YOUTUBE.COM/WATCH?V=0JIEBVW800G

- ROH, Y. S., LEE, S. J., & MENNENGA, H. (2014). FACTORS INFLUENCING LEARNER SATISFACTION WITH TEAM-BASED LEARNING AMONG NURSING STUDENTS. *NURSING & HEALTH SCIENCES, 16*(4), 490-497 8P. DOI:10.1111/NHS.12118

Student Success: It Takes a Village

Summative Evaluation

Please complete the evaluation form in an effort to improve future faculty development workshops. Your opinion is very important.

	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
I have an increased knowledge of factors that contribute to nursing student success or failure.					
I learned at least one new teaching tool or strategy by the completion of the faculty development workshop.					
I plan to implement at least one new teaching tool or strategy that I learned during the workshop.					
I was able to identify factors that faculty can implement which can contribute to nursing student success.					
I understand at least one method to reduce student stress presented in the workshop.					
The presenter was knowledgeable regarding the subject matter presented					
Adequate time and structure were provided to allow sharing of experiences and insights					
I was introduced to methods that will help to reduce student stress such as life skills and methods of coping					
I was able to develop recommendations that could be used locally					
I understand at least one method to reduce student stress presented in the workshop.					
What areas did you feel were most or least helpful?					

Please include any additional comments here:

Appendix B: Guiding Questions for Student Interviews

1. Did you fail any nursing course during your nursing program? Y/N

2. Did you graduate from the nursing program? Y/N

3. What do you feel influenced you in a positive manner during your course work during nursing school?

4. What do you feel influenced you in a negative manner during your course work during nursing school?

5. Of the influences that were negative (if any), what did you change, or would have changed?

6. How would you describe your experience in the nursing program as a nursing student?

    a. What nursing courses would you describe as being "difficult" or "easy"?

7. From your perspective, what contributed to your success or failure while completing the course work in the nursing program, for example, factors, courses or individuals?

8. What do you feel contributes to or aids an ADN students' success while completing their course?

    a. For example, what coursework, resources, or study habits did you find useful or least helpful as an aid to your success?

9. When you had difficulty with a concept or content, what did you do? Whom did you consult?

10. Did you utilize NS3?

a.   If yes, did you find it aided in your success in the successful completion of the nursing courses and program? Why or why not?

b.   What did you find most helpful if you attended an NS3 session?

c.   What are some of the positive points you felt helped during the NS3 sessions?

d.   What changes or improvements would you recommend to aid future students attending an NS3 session?

e.   Approximately how many sessions of NS3 did you attend throughout the nursing program?